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**ANNUAL**

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**REPORT**

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**Alberta**

ADVANCED EDUCATION AND  
CAREER DEVELOPMENT





ALBERTA  
ADVANCED EDUCATION AND CAREER DEVELOPMENT

*Office of the Minister*

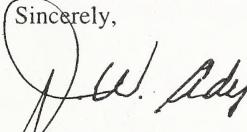
September 1996

The Honourable Stan Schumacher  
Speaker  
Legislative Assembly of Alberta

Dear Mr. Speaker:

I have the honour of submitting the Annual Report of Alberta Advanced Education and Career Development for the year ending March 31, 1996.

Sincerely,

  
Jack W. Ady

Minister

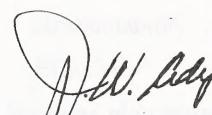


# Statement of Accountability

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Section from the Report

The Ministry's annual report for the year ended March 31, 1996 was prepared under my direction in accordance with the Government Accountability Act and the government's accounting policies. All of the government's policy decisions as at September 16, 1996 with material economic or fiscal implications of which I am aware have been considered in the preparations of the Ministry annual report.



Jack W. Ady  
Minister of Advanced Education and  
Career Development  
September 16, 1996



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# Message from the Minister

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Advanced Education and Career Development works towards Albertans' vision for a strong province by helping people become self-reliant, capable and caring through life-long learning and access to knowledge. The ministry's rolling three-year business plan is based on the goals Albertans have set for adult learning:

- accessibility;
- responsiveness;
- affordability; and
- accountability.

Efficiency is a fifth goal for the ministry.

## Highlights

Our business plan is ambitious. It is attracting national and international attention for leadership in finding new ways of supporting and encouraging excellence in adult learning. Working with our partners, we made good progress on the plan during the period April 1, 1995 to March 31, 1996. A complete status report is included in the following pages; here are some highlights of the year:

### Accessibility

- Most institutions met the challenge of maintaining or increasing their full time equivalent enrolment with reduced operating grants.
- The Access Fund created 10,601 ongoing full-time student spaces in 91 projects throughout the adult learning system. Originally set at \$47 million, the fund exceeded its goal of generating new learning opportunities for Albertans at the reduced cost of \$32 million.
- Under the province's welfare reform strategy, the ministry increased services that help welfare and other disadvantaged clients increase their employability. The results have been very positive. Up to 70 per cent of the people who completed or left the pre-employment training programs were employed at the time of a three-month follow-up evaluation.
- The ministry is increasingly working in partnership with Alberta Family and Social Services and the federal government to increase Albertans' access to labour market programs. Four pilot centres – designed to deliver the training, employment and income assistance services of both the Alberta and federal governments – were opened, providing Albertans with a single-window access to services.

### Responsiveness

- Eight applied degrees were approved at public colleges and technical institutes as a new way to prepare Albertans for careers in a changing economy.
- Working towards a policy framework for university research, an independent study and consultation was completed. The consultation report was shared with Albertans to gain their reactions to the recommendations.

### Affordability

- The ministry contributed to the government's goal of a balanced budget by reducing total expenditures. This includes a 21 per cent reduction over three years (1994-97) in grants to public post-secondary institutions.

- The ministry began development of a new performance-based funding mechanism for Alberta's post-secondary education system. The new mechanism will reward institutions' performance in providing accessibility, quality and relevance to learners at the lowest possible cost.
- The financial assistance limit to students was increased to accommodate increases in tuition fees.
- The ministry included The Royal Bank of Canada in the income sensitive student loan program. The Royal Bank joins the Canadian Imperial Bank of Commerce in the program.
- The government announced it would absorb the reductions in transfer payments from the federal government so that post-secondary education institutions would not suffer further cuts to their operating grants. Health and social services were also protected from the reduction.

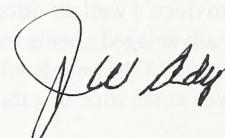
### **Accountability**

- The ministry worked with post-secondary institutions to identify key performance indicators to evaluate institutions' success.

### **Efficiency**

- An independent task force reviewed the governance of the four Alberta Vocational Colleges to allow for increased efficiency, flexibility and independence in delivering learning opportunities. The task force's recommendations were shared with Albertans for comments. A final decision will be made in summer, 1996.
- The ministry reduced staffing and consolidated Students Finance Board administration and the Learner Support Division to reduce costs and gain efficiencies in operation.

With our partners, we have accomplished a great deal. Our achievements owe much to the cooperation, creativity, and innovation displayed by dedicated people working to provide quality learning opportunities for adult Albertans.



Jack W. Ady

Minister

Jack W. Ady  
Minister of Advanced Education and  
Career Development

Alberta's post-secondary education system is well on its way to becoming a world-class institution. We have made significant progress in recent years, and our work is far from over. We must continue to work together to ensure that Alberta's post-secondary education system remains a leader in the world.

As Minister of Advanced Education and Career Development, I am committed to ensuring that Alberta's post-secondary education system remains a leader in the world. We must continue to work together to ensure that Alberta's post-secondary education system remains a leader in the world.

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On January 17, 1994, the Government of Alberta announced that each ministry would produce three-year business plans setting out its goals, and strategies for achieving them. Since that time, three-year business plans have become a fundamental tool of government planning. Alberta is the first province to develop and implement business plans.

Working with our partners, the ministry promotes prosperity for Alberta and its people by ensuring that we have a productive and talented workforce and by fostering the creation of new knowledge. A highly educated and skilled workforce, and access to new knowledge are an integral part of the Alberta Advantage.

This annual report will allow Albertans to accurately assess the progress of the ministry in ensuring that adult learning is accessible, responsive, affordable and accountable. It is our accounting of the progress we have made toward the goals set out for us by Albertans – the goals defined in our 1995-98 business plan.

The report has three main sections:

- the performance measures give some insight into whether the actions we are taking are making a positive difference. They identify areas we can improve upon, and give us a reference point for measuring these improvements. There are more indicators for this reporting year, reflecting our determination to establish the most effective ways of accounting for our performance.
- the section outlining the status of the business plan at March 31, 1996 tells Albertans what steps we have taken to meet the goals.
- the financial statements describe the ministry's financial situation at the end of the budget year. It shows how much money we received in revenue, how much we spent, and how we spent it.

# **Vision and Mission**

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## **Vision**

Albertans have a vision for the future of adult learning in our province:

*Albertans are recognized globally for the excellence of their knowledge, skills, attitudes and experiences that enable them*

- *to take responsibility for shaping their futures,*
- *to participate in a changing economy and work force,*
- *to create new knowledge, and*
- *to enrich the quality of life in their communities.*

## **Mission Statement**

Advanced Education and Career Development will lead and work with other partners to set new directions for adult learning, and to provide Albertans with an accessible, responsive and affordable system of quality adult learning that is accountable for results.

# Performance Measures

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*“Measuring performance is critical to improving performance. Albertans need performance measures which are easily understood and lead to wise decisions. Simplicity, clarity and candour are the essence of good accountability.”*

*Alberta Auditor General....June 1995*

*Measuring Up - First Annual Report*

The ministry supports performance measures as part of the business planning process and uses them to help track progress towards achieving business plan goals. Once clear goals are established, performance measures can assist in showing how successful we are in reaching the goals. The ministry uses performance measures as a guide for improving results and to assist in planning, policy and program decisions. They are sign posts that steer us in the right direction, help us set priorities, and keep us focused on outcomes.

The performance measures in this annual report are broad measures for adult learning in Alberta. The supplemental indicators provide more specific detail on ministry initiatives that support the main indicators and the goals for the adult learning system.

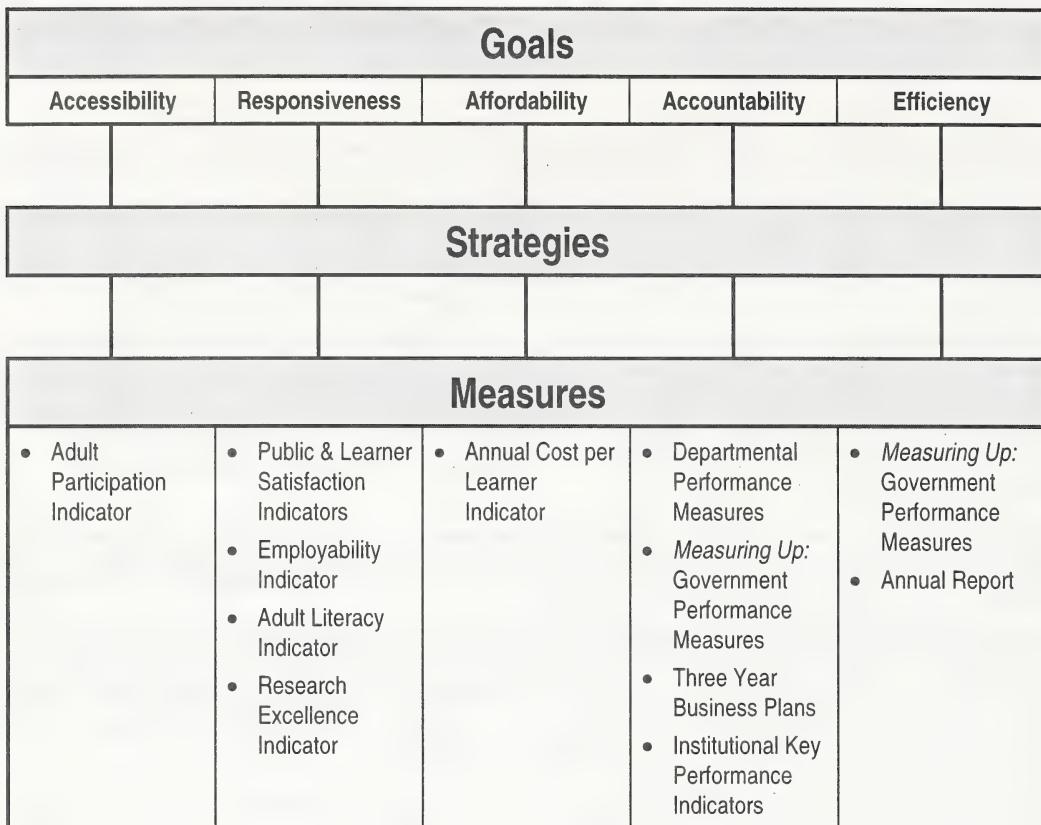
Many of the changes that have been implemented across the adult learning system over the past two years will not necessarily be reflected in these performance measures as it will take time for many of the changes to have an impact. It is important to distinguish between short term reactions to policy changes and long term outcomes. Changes to policies can impact across goals. Accordingly, performance measures should not be viewed in isolation as they are interrelated.

There were a number of critical factors which affected the adult learning system over the past few years. These include:

- The provincial deficit reduction program reduced the budget of the ministry by over \$200 million.
- Tuition fees increased as students are now expected to contribute more toward the cost of their learning.
- Although the number of youth between ages 15 and 24 has decreased, the participation rate in adult learning has increased.
- The federal government has withdrawn from some training initiatives as part of a review of its role in labour market responsibilities.
- The province implemented welfare reform initiatives with the intent of moving clients into active programming and toward self-sufficiency.

Performance measures are dependent upon data. Data are often limited and cannot provide all of the information the ministry requires to develop policy and identify issues. The most recent data available at the time of publication have been provided. However, the ministry acknowledges that some of the data are not current. When available, data from previous years have been provided for comparison.

The ministry continues to develop and update the performance measures to accurately reflect adult learning in Alberta. An example is the development of the key performance measures for public post-secondary institutions that are now at the pilot stage and will be published separately early in 1997.



The above chart shows how measures are linked to the goals of the ministry. Strategies, which are identified in the business plan, are some of the specific initiatives which will help to ensure the goals are being met.

# Goal 1: Accessibility

The system will increase access for motivated Albertans to a diverse range of quality learning opportunities.

## Strategies

- 1.1 Operate an Access Fund to increase the number of learning opportunities available to Albertans.
- 1.2 Develop a plan to prepare for future enrolment pressures.
- 1.3 Expand the use of learning technology and alternate forms of program delivery to create more opportunities to learn.
- 1.4 Further develop alternate routes to employability to assist Albertans not pursuing a conventional post-secondary education.
- 1.5 Demonstrate the benefits of private sector investment in human resources to develop more employee training opportunities.
- 1.6 Develop initiatives to help Albertans overcome barriers to participating in learning opportunities.
- 1.7 Develop alternatives for Albertans receiving income support to increase their employability and self-reliance.

## Measures

- **Adult Participation Indicator**
  - ◆ Learner Support
  - ◆ Credit Enrolment
  - ◆ Applications to Post-Secondary Institutions

# Accessibility

## Adult Participation Indicator

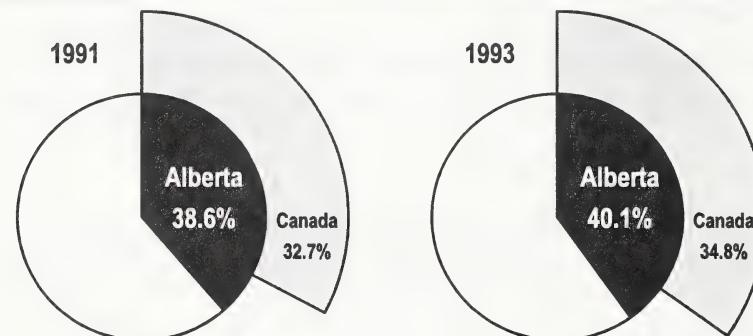
This indicator reflects the extent of adult participation in all types of programs and/or courses. It covers all learning activities in Alberta, credit and non-credit, and gives the most global perspective on the degree to which Albertans take advantage of diverse learning opportunities. Comparing the provincial to the national average indicates Albertans have a high level of commitment to learning.

- The indicator measures rate of adults age 17 and older who reported participating in programs and/or courses in Alberta.
- Alberta ranked first with a participation rate of 40.1%; the rate for all of Canada was 34.8%.
- Alberta ranked first in each of the last two years for which data are available.
- From 1991 to 1993 rates for both Alberta and Canada increased significantly.

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### Adult Participation Indicator

Participation in programs and/or courses



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Source: Statistics Canada Adult Education & Training Survey, 1992 & 1994

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For maps indicating where Albertans can access formal learning activities across the province (through post-secondary institutions, Community Adult Learning Councils and Career Development Centres), refer to Appendices IV, V and VI. For information on enrolment in apprenticeship trades, please see Appendix I-C.

## Supplemental Indicator: Learner Support

The ministry is committed to ensuring that access to learning opportunities is not impeded by financial need. The cost of attending post-secondary institutions is a shared responsibility among learners, parents, and government. The government provides loans and grants designed to supplement the resources of learners and their families. This indicator shows the family income of dependent students receiving student assistance.

- During 1995-96, Alberta post-secondary learners were generally eligible for loan assistance up to \$8,900 per academic year.
- Financially disadvantaged adults who were unemployed or unskilled received consideration for grant funding under the skills development grant program. The funding would enable them to take basic foundation skills programs such as academic upgrading and English as a Second Language.
- 57,406 students were awarded need-based assistance amounting to \$361,044,416 in 1995-96.
- In addition to financial assistance, the ministry offers services to support learners through Career Development Centres and co-located sites (with Alberta Family and Social Services and/or Human Resources Development Canada) across the province. During the reporting year, adult learners accessed 25,135 counselling/informed choice sessions aimed at individuals making occupational and/or educational decisions. As well, 20,499 individuals participated in group workshops in topic areas such as job search, resume writing, educational and financial planning. The Career Development Centres also recorded 83,107 visits to Labour Market Information Centres by individuals researching occupational, educational, and labour market information.

### Learner Support Indicator

#### Family income of dependent students receiving loans and/or grants

Family Income	1994/95	1995/96
Under \$40,000	68%	66%
\$40,000 - \$60,000	23%	24%
Over \$60,000	9%	10%

Source: Advanced Education and Career Development

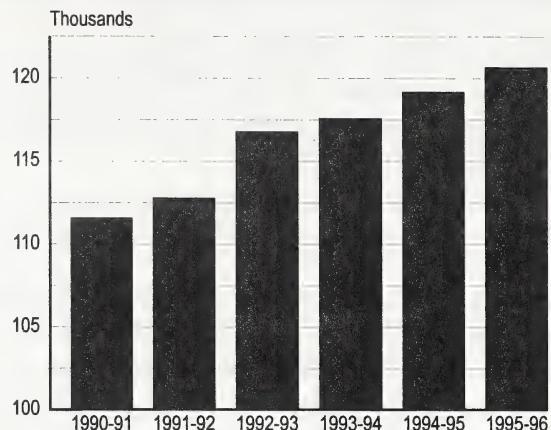
## Supplemental Indicator: Credit Enrolment

This measure shows the trends in full-time equivalent enrolment in credit programs at post-secondary institutions over the past five years. Credit enrolment includes students in degree, diploma, certificate and other credit offerings.

- Overall student demand increased, and most institutions succeeded in maintaining or increasing their full time equivalent enrolment during the period.
- Enrolment has grown on average 1,500 full time equivalents a year since 1990.
- The Access Fund, designed to increase accessibility to adult learning, began to have an impact on enrolment in 1994-95, though the major impact will not occur until 1996-97 and beyond.
- Operating grants to institutions were reduced and tuition fees increased steadily during this five year period.

For a detailed breakdown by institution of the number of full time equivalents from 1993-94 through 1995-96, refer to Appendix I-A.

### Credit Enrolment Number of FTE students



Note: 1994-95 data include estimates. 1995-96 data are estimates.

Source: Advanced Education and Career Development Enrolment Reports

## Supplemental Indicator: Applications to Post-secondary Institutions

An annual survey by the Alberta Council on Admissions and Transfer shows the number of people who apply to post-secondary institutions, and the number of applicants who are offered admission.

- 75% of people who applied received offers of admission to one or more institutions in fall 1995 compared to 69% of people who applied in fall 1994.
- Not all who received offers of admission chose to enrol; approximately 18% chose not to enrol in both 1994 and 1995.
- Applicants who did not receive offers of admission may have been unqualified for the program, may have met the minimum requirements but were not competitive for a quota program, or their applications were not complete.

### Applications to Post-secondary Institutions

	1994	1995
Number of Individual Applicants	85,409	87,297
Offers of Admission	58,525	65,083

Source: Alberta Council on Admissions and Transfer, 1994 & 1995 Surveys

## Goal 2: Responsiveness

The system will increase its responsiveness to the needs of individual learners and to the social, economic, and cultural needs of the province.

## Strategies

- 2.1 Create new paths for completing degrees to provide Albertans with learning opportunities that build on their completion of diploma and university-transfer programs.
- 2.2 Introduce the applied degree credential to respond to the knowledge and skill requirements of Alberta's changing economy.
- 2.3 Establish consultation activities to ensure the adult learning system is responsive to the needs of Albertans.
- 2.4 Establish a policy framework for university research to foster excellence in the creation and sharing of new knowledge.
- 2.5 Improve information and counselling services to assist Albertans in making effective decisions about learning opportunities.
- 2.6 Improve the transfer of courses and the recognition of prior learning to assist the progress of Albertans in the adult learning system.
- 2.7 Remove barriers to responsiveness in programming to meet more effectively the needs of learners.
- 2.8 Develop an electronic application service to enable public post-secondary institutions to better serve Albertans as they seek admission to learning programs.

## Measures

- **Public and Learner Satisfaction Indicator**
- **Employability Indicator**
  - ◆ Employment Rates: short-term employment preparation programs
  - ◆ Labour Force Participation Rate and Unemployment Rate by Educational Attainment
  - ◆ Labour Force and Employment Changes by Educational Attainment
- **Adult Literacy Indicator**
  - ◆ Full-time Equivalents in Adult Development programs – public institutions
  - ◆ Participation in Adult Development activities – Community Adult Learning Program
- **Research Excellence Indicator**
  - ◆ Industry and Non-profit Sponsored Research

# Responsiveness

## Public and Learner Satisfaction Indicators

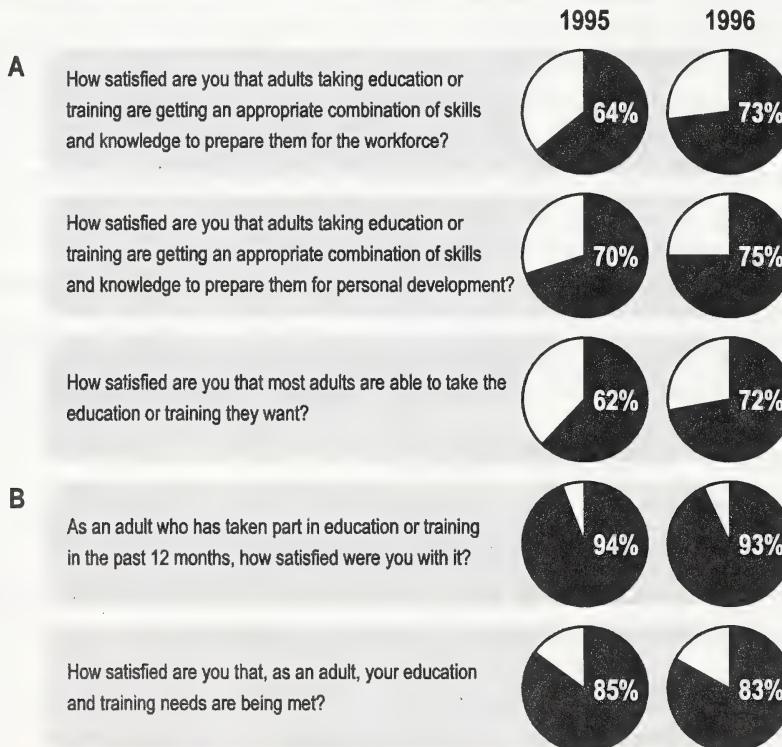
The Public Satisfaction Indicator (A) reflects the percentage of all adult Albertans who indicated they were very or somewhat satisfied with the Alberta adult learning system.

The Learner Satisfaction Indicator (B) represents the opinions of Albertans who had taken education or training in the last 12 months.

- The results are from 1995 and 1996 Alberta Government Omnibus surveys.
- The survey was performed each year using the same questions to determine the perception Albertans have of how well the adult learning system responds to their needs.
- The introduction of key performance indicators for post-secondary institutions will allow the ministry to measure learner satisfaction more precisely in the future. More detailed information will be available in 1997.

### Public and Learner Satisfaction Indicators

#### Percentage of Albertans very or somewhat satisfied



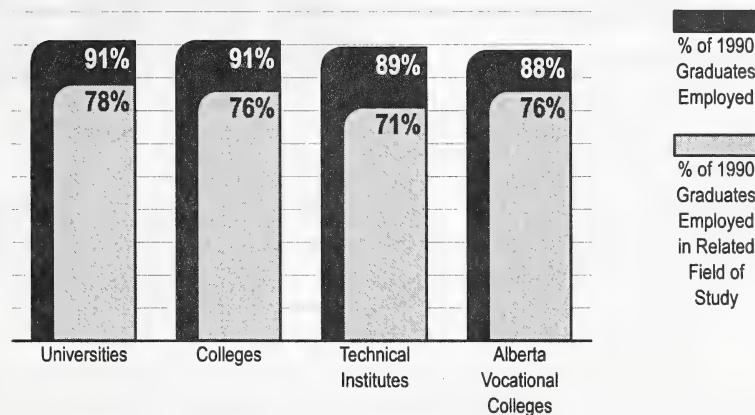
Source: Government Omnibus Survey, 1995 & 1996

## Employability Indicator

A primary goal for many adult learners is to obtain employment after completing a program. Therefore, if the adult learning system is responsive to learner needs, it will provide the quantities and types of programs that will ensure a high degree of related employment for graduates. This measure shows the percentage of the 1990 graduates in the labour force who were employed in 1992. It is the most current data available.

- The graph does not include apprentices because people entering into apprenticeship contracts have already secured an employer.

**Employability Indicator**  
**Percentage of graduates employed, Alberta**



Source: Statistics Canada, Survey Of 1990 Graduates in 1992

Key performance indicators (KPIs) have been implemented at all public institutions. The first annual report on key performance indicators will be published early in 1997 and will give detailed information on employability for graduates from colleges and technical institutes.

Advanced Education and Career Development, in partnership with the universities, has agreed to provide funds to expand the coverage of the Statistics Canada National Graduate Survey. The next survey is scheduled for 1997, and the information collected will be used by Alberta universities for key performance indicators. The survey will be conducted in Alberta every two years and will give detailed information on employability for university graduates.

Data on employment of graduates will be available annually for colleges and technical institutes, and bi-annually for universities.

## Supplemental Indicator: Employment Rates

### Short-term employment preparation programs

The ministry supports pre-employment training programs to help unemployed Albertans who are receiving, or are at risk of receiving, social assistance. The programs are designed to help participants acquire the skills they need to get and keep employment. Programs are provided by contracted agencies on behalf of the ministry and are usually less than one year long.

- The chart reflects the percentage of adult learners who were employed as a percentage of those who were qualified for and commenced training.
- Rates are based on samples of participants and include those who completed and those who left programs.
- There is continuous intake into the programs. Follow up assessments are made three months following program completion.

### Definitions

*Employment Alternatives Program (EAP):* provides job-specific skill training, life skills, academic upgrading, on the job training and work experience, and job search and placement services.

*Enhanced EAP (EEAP):* extends and expands EAP services to a greater number of welfare clients through additional Family and Social Services funding.

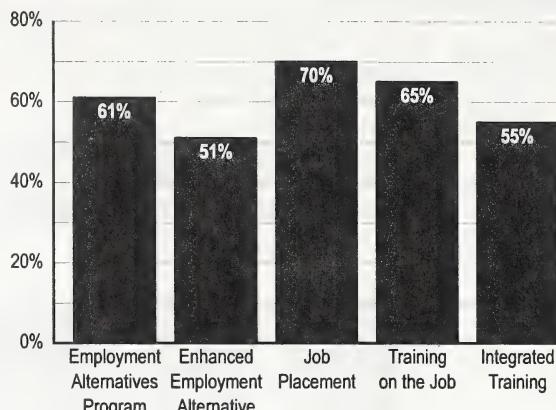
*Training on the Job:* helps welfare clients develop job skills through an employer on the work site.

*Job Placement:* matches job seekers with job providers.

*Integrated Training:* provides longer term welfare clients with skill training in high demand occupations along with any upgrading, life skills, and work experience needed to move into a job.

### Employment Rates

#### Short-term employment preparation programs, 1994-95



Source: Advanced Education and Career Development 1994-95. Rates for 1995-96 were not be available at the time of publication because of system changes. The information may be obtained from the ministry after August 1996.

For further information on employment preparation programs, please see page 24 of this report.

## Supplemental Indicator: Participation Rate and Unemployment Rate of the Labour Force by Educational Attainment

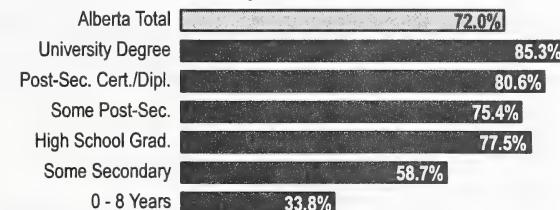
Labour market success can be measured by the degree to which a group's members participate in the labour market. The participation rate measures the proportion of Albertans of working age – 15 years of age and older – who are participating in the labour force (either working or actively seeking work). Of those participating in the labour force, the proportion who are unable to find work is the unemployment rate. A high participation rate, coupled with a low unemployment rate, indicates that the group members are more successful at finding and maintaining employment.

- Albertans with university degrees show the most labour market success with an 85% participation rate and a 4% unemployment rate.
- Albertans with post-secondary certificates or diplomas were also successful in the labour market with an 80.6% participation rate and 7% unemployment rate.
- Albertans with lower levels of educational attainment were less likely to participate in the labour force and had higher rates of unemployment.
- These statistics indicate a strong relationship between more education and labour market success.

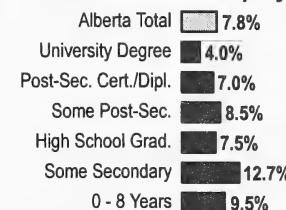
### Labour Force Participation Rate and Unemployment Rate by Educational Attainment

Alberta, 1995

#### Participation Rate



#### Unemployment Rate



Source: Statistics Canada, Labour Force Survey, Annual Averages, 1995, Catalog 71-529

## Supplemental Indicator: Labour Force and Employment Changes by Educational Attainment

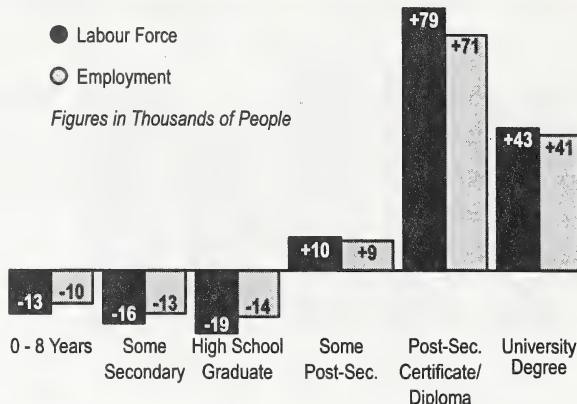
The chart shows changes over the past five years in Alberta's labour force and employment by educational attainment.

- From 1991-1995 the total growth in the labour force was 82,000. The total growth in employment was 83,000.\*
- Most of the new entrants to the labour market had completed either a university degree or post-secondary certificate/diploma.
- Workers withdrawing from the labour market tend to be concentrated in the older age groups with lower educational attainment.
- Albertans with a higher level of education were more likely to obtain employment. Employment increased by 41,000 for people with university degrees and by 71,000 for people with a post-secondary certificate/diploma.

\* Numbers differ slightly from chart due to rounding.

### Labour Force and Employment Changes by Educational Attainment

#### Alberta, 1991 to 1995



Source: Statistics Canada, Labour Force Survey

## Adult Literacy Indicator

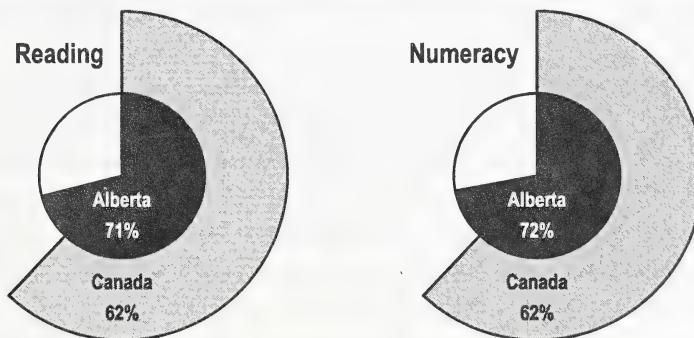
Albertans need to be functionally literate and numerate to participate fully in society, and literacy is strongly influenced by education. This performance indicator is a measure of how responsive the adult learning system is to Albertans who need to improve their reading and numeracy skills. For this measurement, the ministry uses the Statistics Canada definition for literacy which is:

*"The information processing skills necessary to use the printed material commonly encountered at work, at home, and in the community."*

- 71% of Albertans have sufficient reading levels to meet everyday demands.
- 72% of Albertans have the required numeracy skills to meet everyday demands.
- Alberta ranked second in Canada for reading.
- Alberta ranked first in Canada for numeracy.
- No new data are available from Statistics Canada on this measure. However, in 1994 Statistics Canada participated in the first international adult literacy survey (IALS) which included Canada, Germany, the Netherlands, Sweden, Switzerland, Poland and the United States. Preliminary results for Canada from the IALS survey indicate results are in line with the 1989 Statistics Canada data presented here.
- Data for Alberta from the IALS survey will be available later in 1996.

### Adult Literacy Indicator

Percentage of adults with sufficient skills to meet everyday demands



Source: Statistics Canada, Survey of Literacy Skills Used in Daily Activities, October 1989

## Supplemental Indicator: Full-time Equivalents in Adult Development programs – Public Institutions

The ministry supports a wide variety of adult development programs for Albertans seeking to improve their basic skills.

- The table indicates the number of full-time equivalent learners attending adult development programs offered at public post-secondary institutions.
- Programs are intended to improve the reading and numeracy levels of Albertans.

Appendix I-B provides a detailed listing by institution of the programs summarized in the table.

Further information on employment preparation programs offered through contracted agencies can be found under the employment rates supplemental indicator (pg.14), and the cost per learner supplemental indicator (pg. 24).

### Summary of Full-time Equivalent (FTE) Enrolment in Adult Development programs, 1994-95

Program	FTE	Share
Academic Upgrading	9,446	48.9%
Career/Trade Orientation	73	0.4%
Job Readiness Training	922	4.8%
Adult Basic Education	1,327	6.9%
Adult Literacy	316	1.6%
English as a Second Language	2,255	11.7%
Pre-Employment	1,366	7.1%
Skill Upgrading	3,605	18.7%
<b>Total</b>	<b>19,311</b>	<b>100.0%</b>

Note: FTE Enrolment includes some estimated and preliminary data. Enrolment by institution is shown in the appendix.

Source: Colleges and Technical Institutes from CIS. AVCs Calgary, Edmonton and Lesser Slave Lake are preliminary CIS enrolment figures. Lac La Biche data are estimates submitted to the ministry.

### Definitions

*Academic Upgrading:* provides academic preparation for college level studies (includes college preparatory, high school equivalent, adult upgrading, qualifying year, pre-technology.)

*Career/Trade Orientation:* helps learners develop the knowledge required to select an occupation (typically 8-12 weeks duration).

*Job Readiness Training:* helps develop skills related to finding and holding a job.

*Adult Basic Education, English As a Second Language, Adult Literacy:* provide training with the goal of enabling or increasing job readiness or employability.

*Pre-Employment:* prepares learners for work in the trades area, or for entry into the apprenticeship program.

*Skill Upgrading:* helps learners acquire specific job skills for work in various careers exclusive of the trades.

## Supplemental Indicator: Participation in Adult Development activities – Community Adult Learning Program

In addition to the programs offered by public institutions, the ministry supports adult development programs in partnership with Community Adult Learning Councils.

- The chart indicates the number of people who participated in courses through Community Adult Learning Councils and in tutoring through volunteer tutor literacy programs.
- Since 1994, revised Community Adult Learning Policy has focused program grant support on human development and community issue courses.

### Community Adult Learning Councils in Alberta

Course Participation Statistics, January 1 to December 31, 1995

	Number of Courses	Number of Instructional Hours	Number of Participants
Adult Basic Literacy	212	8,617	2,236
Citizenship, English or French as a Second Language	398	31,679	8,151
Vocational/Occupational or Community Issue	2,927	57,328	63,745
Total	3,537	97,624	74,132

	Number of Projects	Number of Student Hours	Number of Participants
Volunteer Tutor Literacy Programs *	63	91,072	2,933

\* Statistics for Literacy Projects are incomplete, since some summaries are yet to be received.  
Source: Advanced Education and Career Development, Adult Development Branch

### Definitions

*Citizenship Courses for New Canadians:* courses designed to orient immigrant adults to life in Canada.

*English or French as a Second Language:* courses designed to provide basic proficiency in English or French as a second working language.

*Adult Basic Literacy:* courses designed to upgrade the reading, mathematics and writing skills of adult students to the equivalent of the grade nine level of competence.

*Vocational/Occupational:* part-time courses intended to provide skill training leading to possible employment for people who have not had the advantage of training to earn an income, or for people whose initial training is no longer in demand.

*Community Issue:* courses intended to involve interested adults in a systematic study of community problems.

*Volunteer Tutor Literacy:* tutoring provided by trained volunteers from within the community to increase the reading and writing skills of adult learners to as high as the equivalent of the grade nine level of competence.

## Research Excellence Indicator

University research is a vital part of Alberta's adult learning system. Access to new knowledge and technologies helps Alberta maintain a competitive advantage in Canada and the world. As a result of public consultation, and in recognition of the connection between the creation of new knowledge and university research, a separate policy framework for university research is being developed. In the ministry's 1996-99 Business Plan for the ministry, research excellence has been established as a separate goal.

- Research excellence is demonstrated by comparing Alberta to the national average in terms of the sponsored research from the three federal research granting councils per full time faculty member.
- Grants from the federal research granting councils are based on peer review of proposals from individual professors and groups of professors.
- Alberta ranked third in each of the last two years for which data are available.

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### Research Excellence Indicator

#### Federal research grant dollars per full-time faculty member \*

Alberta	1993-94	\$19,500
	1992-93	\$19,690
Canada	1993-94	\$18,200
	1992-93	\$17,550

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\* Peer adjudicated sponsored research income per full-time faculty member, as awarded by federal granting councils.

Source: Financial Statistics of Universities and Colleges, 1992-93 and 1993-94. Prepared by Statistics Canada for the Canadian Association of University Business Officers.

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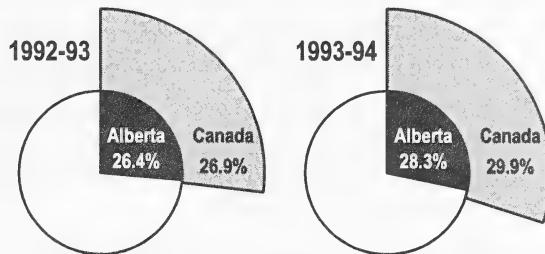
## Supplemental Indicator: Research Sponsored by Industry and Non-Profit Organizations

This is an indicator of industry and community confidence in university research and demonstrates the partnership between the two.

- The first graph indicates the amount of research sponsored by industry and non-profit organizations as a proportion of total sponsored research for both Alberta and Canada.

### Industry and Non-Profit Organizations Sponsored Research

As a proportion of total sponsored university research

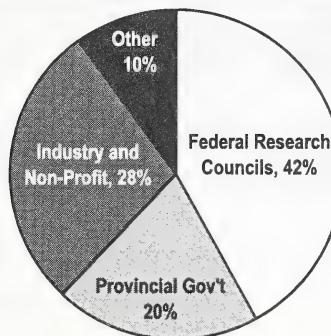


Source: Statistics Canada, Financial Statistics of Universities and Colleges, 1992-93 and 1993-94

- The second graph indicates the percentage by each partner of total sponsored research. The largest percentage is from the federal research councils (42%) followed by industry and non-profit organizations (28%), provincial government (20%) and other (10%).

### Partners in Sponsored Research

Alberta, 1993-94



Source: Financial Statistics of Universities and Colleges, 1993-94. Prepared by Statistics Canada for the Canadian Association of University Business Officers.

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## Goal 3: Affordability

The system will provide quality learning opportunities to the greatest number of Albertans at the lowest possible cost.

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### Strategies

- 3.1 Increase the responsibility of public post-secondary students for setting fees and covering the costs of learning to recognize the benefits of opportunities to learn.
- 3.2 Continuously evaluate student assistance to ensure that financial need is not a barrier to learning opportunities.
- 3.3 Establish a new funding mechanism to reward performance and productivity in publicly supported post-secondary education.
- 3.4 Hold institutional boards accountable for revising collective agreements to meet changing economic circumstances.
- 3.5 Develop centres of program specialization in public post-secondary institutions to ensure quality, cost-effectiveness and efficiency.
- 3.6 Reduce grants to institutions by 7% and 3% over the 95-96 and 96-97 fiscal years respectively, as established in last year's business plan.
- 3.7 Review the policy of the Alberta Heritage Scholarship Fund.
- 3.8 Encourage better use of facilities.

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### Measures

- **Annual Cost Per Learner Indicator** (public institutions)
  - ◆ Cost Per Learner (short-term employment preparation programs)

# Affordability

## Annual Cost Per Learner Indicator (public institutions)

One of the key goals in the business plan is affordability – ensuring that the system will provide quality learning opportunities to the greatest number of Albertans at the lowest possible cost. In *New Directions for Adult Learning in Alberta*, it was established that affordability included affordability to the taxpayer, as well as to the learner. For the taxpayer, affordability is represented by government support to institutions. For the learner, affordability is affected by the availability of financial assistance to keep pace with their needs. The ministry seeks to ensure that financial need is not a barrier to accessing learning opportunities.

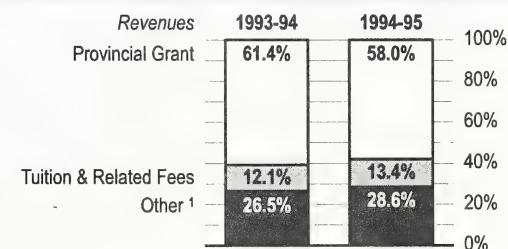
- The indicator shows government support per student and average tuition revenue per student. Total investment expenditure per student is also depicted by sector.
- In conjunction with the institutions, the ministry has now developed common definitions for reporting Key Performance Indicators (KPI's). In next year's annual report, the indicators below will be adjusted to reflect the use of these common definitions. A cost per completer indicator will also be included.

### Annual Institutional Cost per Full-time Equivalent (FTE)

Sector	Cost <sup>1</sup> per FTE <sup>2</sup>	
	1993-94 <sup>3</sup>	1994-95
University	\$13,290	\$12,787
Public College	12,369	11,751
Technical Institute	13,207	11,767
Vocational College	5,732	4,597

1. Costs are total operations expenditures including ancillary services, continuing education and capital amortization, but excludes sponsored research.
2. The FTE's are the total full-time equivalent students in all base funded, conditional grant funded, off-campus, and continuing education credit programs. Non-credit enrolments are not included.
3. Figures have been restated to be comparable to 1994-95.

### Total Institutional Revenues



1. Institutions have other revenue sources such as continuing education, investments and donations.

### Annual Institutional Revenues

Source	1993-94 <sup>1</sup>	1994-95
Average Provincial Grant Revenues per FTE Student <sup>2</sup>	\$7,659	\$6,918
Average Tuition Related Fee Revenues per FTE Student	1,503	1,600

1. Some major accounting changes were introduced in the 1993-94 fiscal year, therefore prior data are not comparable.
2. Includes grants from all provincial departments.

## **Supplemental Indicator: Cost Per Learner**

### **Short-Term Employment Preparation Programs**

The ministry supports pre-employment training programs to help unemployed Albertans who are receiving, or are at risk of receiving, social assistance. The programs are designed to help participants acquire the skills they need to get and keep employment. Programs are provided by contracted agencies on behalf of the ministry and are usually less than one year long.

- The chart reflects the average cost per learner of those accessing training in Employment Preparation programs contracted by the ministry in 1994-95 and 1995-96.
- The Employment Preparation programs include: the Employment Alternatives Program, the Enhanced Employment Alternatives Program, Training on the Job, Job Placement, and Integrated Training.

For further information on employment preparation programs, please see page 14 of this report.

#### **Employment Preparation Programs**

	1994-95	1995-96
Total Number of Learners	16,927	17,344
Average Cost per Learner	\$949	\$1,039

Note: In 1994-95 an additional 9,473 learners participated in preparatory workshops leading to further training. In 1995-96 an additional 613 learners participated in workshops.

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## Goal 4: Accountability

The system will increase its accountability to Albertans for the results of publicly funded learning opportunities.

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### Strategies

- 4.1 Require providers to measure and report on performance through an accountability framework to advise Albertans of results achieved in publicly funded learning opportunities.
- 4.2 Ensure that providers of learning opportunities have met appropriate standards of quality to protect the learner.

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### Measures

- Department Performance Measures
- *Measuring Up*: Government Performance Measures
- Three Year Business Plans
- Institutional Key Performance Indicators

# Accountability

All ministries of the Government of Alberta must meet the accountability requirements of the *Government Accountability Act*. The following are some of the ways the ministry demonstrates its accountability:

## Department Performance Measures

The ministry accounts for the results of its strategies through collecting and publishing performance measures, and reporting on each goal and strategy set out in our three-year business plans. The ministry recognizes that performance measurement is a continuous process that requires improvement through consultation, implementation, and analysis of trends as more data becomes available.

## ***Measuring Up: Government Performance Measures***

Each year the ministry contributes information on performance measurement to the government's accountability document *Measuring Up*. This document tracks the success of the ministry as it relates to the overall goals of the government. It is available from the Communications branch of Advanced Education and Career Development.

## Three-Year Business Plans

The business planning process ensures that the ministry stays focused on outcomes, goals, objectives and strategies. Each business plan strategy must be measurable and support the overall goals of the ministry and the government. Copies of the business plan are available from the Communications branch of Advanced Education and Career Development.

## Institutional Key Performance Indicators

The ministry, in partnership with Alberta's public post-secondary institutions, has worked to develop key indicators of institutions' performance. These new accountability measures will provide Albertans with the information they need to evaluate the overall success of Alberta's post-secondary education system.

This initiative will establish an accountability and performance reporting framework which will enable the institutions and the ministry to meet the increasing demands from the government and the public for better outcome, output and performance-related information.

Key elements of this initiative include a set of key performance indicators, negotiated and agreed upon by all public colleges, technical institutes, universities and private colleges. Institutions will account for, among other things, their graduates' satisfaction with their education and their employment success, how well their students can transfer between institutions, and the costs for each program.

On an annual basis, the ministry and post-secondary institutions will report publicly on the results achieved. This information may be used by potential students to help them make informed program choices; by the Boards and senior administration of institutions in their decision-making as they direct their institutions; and by the department, for the performance-based funding envelope.

Post-secondary institutions are now testing the indicators, and the first report on key performance indicators for public institutions will be released in spring 1997. Benchmarks will be developed and agreed to so that it will be possible to interpret the performance of institutions and to gauge improvements.

## Goal 5: Efficiency

The department will improve efficiency.

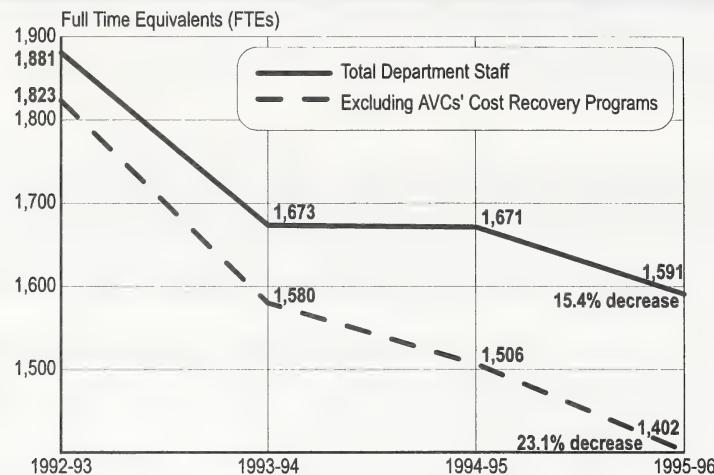
## Strategies

- 5.1 Remove legislative and regulatory barriers to enable public and private institutions to respond to individuals and communities.
- 5.2 Streamline administrative processes to gain efficiencies and reflect new roles and responsibilities for the department and program administration.
- 5.3 Continue to implement revenue-generating initiatives.
- 5.4 Measure departmental performance and publish results.

## Measures

- *Measuring Up*: Government Performance Measures
- Ministry Annual Report
- Departmental Staff Reduction
- Departmental Expenditure Reductions/Projections

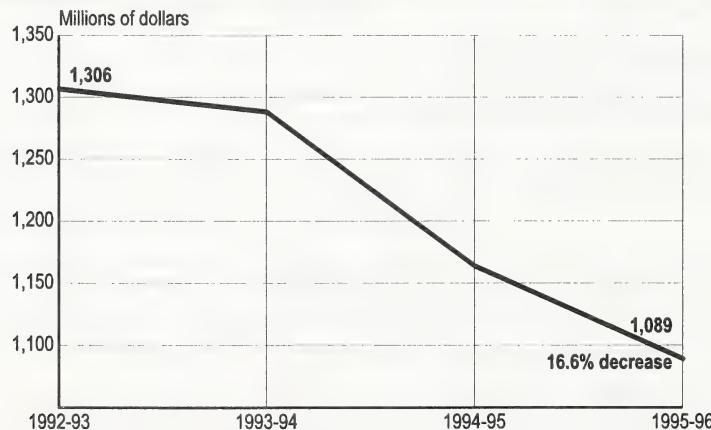
## Departmental Staff Reduction



Source: Total Department Staff: Government estimates - FTE authorization

Excluding AVCs' Cost Recovery Programs: Management Systems Budget Preparation Reports

## Departmental Expenditure Reductions



Source: Advanced Education and Career Development

# 1995-98 Business Plan and Status as at March 31, 1996

## Goal 1: Accessibility

The system will increase access for motivated Albertans to a diverse range of quality learning opportunities.

Strategies	Timelines			Status as at March 31, 1996
	95-96	96-97	97-98	
1.1 Operate an Access Fund to increase the number of learning opportunities available to Albertans.	I			<ul style="list-style-type: none"> <li>Completed Cycle III of Access Fund.</li> <li>Created 10,600 new learning opportunities.</li> <li>Suspended fund to 1999/00, pending need.</li> </ul> <p><i>Contact: Neil Henry (427-5607)</i></p>
1.2 Develop a plan to prepare for future enrolment pressures.			I	<ul style="list-style-type: none"> <li>Evaluating enrolment demand.</li> </ul> <p><i>Contact: Lois Hawkins (427-3663)</i></p>
1.3 Expand the use of learning technology and alternate forms of program delivery to create more opportunities to learn.	I	I	O	<ul style="list-style-type: none"> <li>Published <i>Vision for Change: A concept paper for the development of the Virtual Learning System.</i></li> </ul> <p><i>Contact: Neil Henry (427-5607)</i></p> <ul style="list-style-type: none"> <li>Developed policy guidelines for the Learning Enhancement Envelope for implementation in 1996-97.</li> </ul> <p><i>Contact: Neil Henry (427-5607)</i></p>
1.4 Further develop alternate routes to employability to assist Albertans not pursuing a conventional post-secondary education.	O	O	O	<ul style="list-style-type: none"> <li>Continued partnership with Skills Canada Alberta to promote trades and technology occupations.</li> </ul> <p><i>Contact: Fred Hemingway (422-0010)</i></p> <ul style="list-style-type: none"> <li>Designated two new occupations: plasterer and gas utility operator.</li> </ul> <p><i>Contact: Shirley Dul (427-8765)</i></p>
1.5 Demonstrate the benefits of private sector investment in human resources to develop more employee training opportunities.	I	O	O	<ul style="list-style-type: none"> <li>Undertook joint studies with stakeholders on skill requirements for sectors.</li> </ul> <p><i>Contact: Lois Hawkins (427-3663)</i></p>

I = Implementation

O = Ongoing Operations

Strategies	Timelines			Status as at March 31, 1996
	95-96	96-97	97-98	
1.6 Develop initiatives to help Albertans overcome barriers to participating in learning opportunities.	I  O	O  O	O  I  I	<ul style="list-style-type: none"> <li>Implemented policy to fund disability-related supports only. <i>Contact: Fred Hemingway (422-0010)</i></li> <li>Continued support of the extension grant program. Funding will be phased out in 1997-98, as providers move to cost recovery.</li> <li>Completed consultations and planning for Adult Development Reform Project. <i>Contact: Neil Henry (427-5607)</i></li> </ul>
1.7 Develop alternatives for Albertans receiving income support to increase their employability and self-reliance.	O  I  O	O  O	O  O	<ul style="list-style-type: none"> <li>Continued support of the welfare reform initiative of Family and Social Services to provide programs that enhance employability as an alternative to passive income support.</li> <li>Completed co-location of four pilot Canada-Alberta Service Centres with Alberta Family and Social Services and Human Resources Development Canada: Calgary, Edmonton (2) and Lethbridge.</li> <li>Developed plans to integrate income support and labour market programs with Alberta Family and Social Services. <i>Contact: Fred Hemingway (422-0010)</i></li> </ul>

I = Implementation

O = Ongoing Operations

## Goal 2: Responsiveness

**The system will increase its responsiveness to the needs of individual learners and to the social, cultural and economic needs of the province.**

Strategies	Timelines			Status as at March 31, 1996
	95-96	96-97	97-98	
2.1 Create new paths for completing degrees to provide Albertans with learning opportunities that build on their completion of diploma and university-transfer programs.	I O	O	O	<ul style="list-style-type: none"> <li>Increased number of collaborative and brokeraged programs across the system.</li> <li>Established a new mandate for Athabasca University that includes a more thorough integration of programs with other providers.</li> </ul> <p><i>Contact: Neil Henry (427-5607)</i></p>
2.2 Introduce the applied degree credential to respond to the knowledge and skill requirements of Alberta's changing economy.	I	O	O	<ul style="list-style-type: none"> <li>Approved eight pilot applied degrees, and initiated four in 1995-96.</li> </ul> <p><i>Contact: Neil Henry (427-5607)</i></p>
2.3 Establish consultation activities to ensure the adult learning system is responsive to the needs of Albertans.	I I	O	O	<ul style="list-style-type: none"> <li>Consulted with stakeholders at the Minister's Forum on Adult Learning November 29-December 1, 1995.</li> <li>Began consultation, in partnership with the Apprenticeship and Industry Training Board, on a new vision for apprenticeship and industry training.</li> </ul> <p><i>Contact: Lois Hawkins (427-3663)</i></p> <p><i>Contact: Shirley Dul (427-8765)</i></p>
2.4 Establish a policy framework for university research to foster excellence in the creation and sharing of new knowledge.	I	O I	O	<ul style="list-style-type: none"> <li>Published <i>University Research in Alberta: A Policy Framework</i>, prepared for the ministry by Dr. Gilles Cloutier.</li> <li>Developed plans for the Research Excellence Envelope.</li> </ul> <p><i>Contact: Lois Hawkins (427-3663)</i></p> <p><i>Contact: Neil Henry (427-5607)</i></p>

I = Implementation

O = Ongoing Operations

Strategies	Timelines			Status as at March 31, 1996
	95-96	96-97	97-98	
2.5 Improve information and counselling services to assist Albertans in making effective decisions about learning opportunities.	I  I  I	O  O  O	O  O  O	<ul style="list-style-type: none"> <li>Implemented new system for measuring effectiveness of career counselling.</li> <li>Redefined the profile of competencies required for career consultants.</li> <li>Established service priorities for clients.</li> </ul> <p><i>Contact: Fred Hemingway (422-0010)</i></p>
2.6 Improve the transfer of courses and the recognition of prior learning to assist the progress of Albertans in the adult learning system.	I  O  O	O  O  O	O  O  O	<ul style="list-style-type: none"> <li>Strengthened the role of the Alberta Council on Admissions and Transfer.</li> <li>Expanded use of modularized training for apprentices.</li> <li>Expanded the Interprovincial Red Seal program in conjunction with Canadian Council of Directors of Apprenticeship, resulting in interprovincial recognition being available for 38 trades.</li> </ul> <p><i>Contact: Neil Henry (427-5607)</i></p> <p><i>Contact: Shirley Dul (427-8765)</i></p>
2.7 Remove barriers to responsiveness in programming to meet more effectively the needs of learners.		I	O	<ul style="list-style-type: none"> <li>Reviewed existing program approval processes.</li> </ul> <p><i>Contact: Neil Henry (427-5607)</i></p>
2.8 Develop an electronic application service to enable public post-secondary institutions to better serve Albertans as they seek admission to learning programs.	O	I	O	<ul style="list-style-type: none"> <li>One component of the Alberta Learner Information Service (ALIS) is an electronic application service. The ministry obtained agreement in principle from post-secondary institutions on all major components for ALIS.</li> </ul> <p><i>Contact: Lois Hawkins (427-3663)</i></p>

I = Implementation

O = Ongoing Operations

## Goal 3: Affordability

**The system will provide quality learning opportunities to the greatest number of Albertans at the lowest possible cost.**

Strategies	Timelines			Status as at March 31, 1996
	95-96	96-97	97-98	
3.1 Increase the responsibility of public post-secondary students for setting fees and covering the costs of learning to recognize the benefits of opportunities to learn.	I	O	O	<ul style="list-style-type: none"> <li>Implemented new tuition fee policy for the academic year beginning September 1995.</li> </ul> <p><i>Contact: Neil Henry (427-5607)</i></p>
3.2 Continuously evaluate student assistance to ensure that financial need is not a barrier to learning opportunities.	I	O	O	<ul style="list-style-type: none"> <li>Increased financial assistance limits to accommodate tuition increases.</li> <li>Negotiated additional income sensitive agreement with the Royal Bank of Canada.</li> </ul> <p><i>Contact: Fred Hemingway (422-0010)</i></p>
3.3 Establish a new funding mechanism to reward performance and productivity in publicly supported post-secondary education.	I	I	O	<ul style="list-style-type: none"> <li>Published two papers on performance-based funding for post-secondary institutions.</li> <li>Introduced amendments to Banff Centre Act giving the institution greater financial flexibility. Funding (through a one-time grant) was allocated to modernize facilities and enhance revenue generation capabilities.</li> </ul> <p><i>Contact: Neil Henry (427-5607)</i></p>
3.4 Hold institutional boards accountable for revising collective agreements to meet changing economic circumstances.	I	O	O	<ul style="list-style-type: none"> <li>Institutions reported they had established satisfactory provisions in their collective agreements to deal with financial exigency or redundancy.</li> </ul> <p><i>Contact: Neil Henry (427-5607)</i></p>

I = Implementation

O = Ongoing Operations

Strategies	Timelines			Status as at March 31, 1996
	95-96	96-97	97-98	
3.5 Develop centres of program specialization in public post-secondary institutions to ensure quality, cost-effectiveness and efficiency.	<b>O</b>   <b>I</b>	<b>O</b>   <b>O</b>	<b>O</b>   <b>O</b>	<ul style="list-style-type: none"> <li>• Closed hospital-based schools of nursing (with the exception of Alberta Hospital Ponoka) and transferred responsibility to public post-secondary institutions.</li> <li>• Published an Agricultural Rationalization Review Report. <i>Contact: Neil Henry (427-5607)</i></li> <li>• Established Apprenticeship Rationalization task force to streamline and amalgamate apprenticeship programs. <i>Contact: Shirley Dul (427-8765) and Neil Henry (427-5607)</i></li> </ul>
3.6 Reduce grants to institutions by 7% and 3% over the 95-96 and 96-97 fiscal years respectively, as established in last year's business plan.	<b>I</b>	<b>I</b>		<ul style="list-style-type: none"> <li>• Implemented. <i>Contact: Neil Henry (427-5607)</i></li> </ul>
3.7 Review the policy of the Alberta Heritage Scholarship Fund.	<b>I</b>			<ul style="list-style-type: none"> <li>• Published the results of Alberta Heritage Scholarship Fund review April 1995. <i>Contact: Fred Hemingway (422-0010)</i></li> </ul>
3.8 Encourage better use of facilities.	<b>I</b>	<b>O</b>   <b>I</b>	<b>O</b>   <b>O</b>	<ul style="list-style-type: none"> <li>• Approved and released a policy statement on capital assets.</li> <li>• Began development of guidelines for an Infrastructure Renewal Envelope. <i>Contact: Neil Henry (427-5607)</i></li> </ul>

I = Implementation

O = Ongoing Operations

## Goal 4: Accountability

**The system will increase its accountability to Albertans for the results of publicly funded learning opportunities.**

Strategies	Timelines			Status as at March 31, 1996
	95-96	96-97	97-98	
4.1 Require providers to measure and report on performance through an accountability framework to advise Albertans of results achieved in publicly funded learning opportunities.	<b>O</b>  <b>I</b>	<b>I</b>  <b>O</b>	<b>O</b>  <b>O</b>	<ul style="list-style-type: none"> <li>• Piloted key performance indicators for post-secondary institutions. <i>Contact: Neil Henry (427-5607)</i></li> <li>• Assisted in development of key performance indicators in partnership with Alberta Apprenticeship and Industry Training Board. <i>Contact: Shirley Dul (427-8765)</i></li> </ul>
4.2 Ensure that providers of learning opportunities have met appropriate standards of quality to protect the learner.	<b>I</b>  <b>I</b>  <b>I</b>	<b>O</b>  <b>I</b>  <b>O</b>	<b>O</b>  <b>O</b>  <b>O</b>	<ul style="list-style-type: none"> <li>• Developed “best practice” guidelines for providers of English as a Second Language in partnership with Alberta Teachers of English as a Second Language.</li> <li>• The Private Colleges Accreditation Board began developing a model for accreditation of private providers seeking degree granting status.</li> <li>• Implemented standards for private providers of basic education and skills programs. <i>Contact: Neil Henry (427-5607)</i></li> </ul>

I = Implementation

O = Ongoing Operations

## Goal 5: Efficiency

The department will improve efficiency.

Strategies	Timelines			Status as at March 31, 1996
	95-96	96-97	97-98	
5.1 Remove legislative and regulatory barriers to enable public and private institutions to respond to individuals and communities.	O	O	O	<ul style="list-style-type: none"> <li>Approved a Regulatory Reform Workplan. <i>Contact: Lois Hawkins (427-3663)</i></li> </ul>
5.2 Streamline administrative processes to gain efficiencies and reflect new roles and responsibilities for the department and program administration.	O  I	O	O	<ul style="list-style-type: none"> <li>Consolidated Students Finance Board administration and the Learner Support Division in November 1995. <i>Contact: Fred Hemingway (422-0010)</i></li> <li>Reduced 104 full time equivalent positions, excluding Alberta Vocational Colleges' cost recovery programs. <i>Contact: Gerry Waisman (427-5601)</i></li> </ul>
5.3 Continue to implement revenue-generating initiatives.	I	O	O	<ul style="list-style-type: none"> <li>Increased revenue generating activities for non-publicly funded programs from \$7,609,280 in 1994-95 to \$12,604,523 in 1995-96. <i>Contact: Gerry Waisman (427-5601)</i></li> </ul>
5.4 Measure departmental performance and publish results.	O	O	O	<ul style="list-style-type: none"> <li>Published departmental performance measures in Government of Alberta <i>Measuring Up</i> document in June 1995 and the annual report in September 1995. <i>Contact: Lois Hawkins (427-3663)</i></li> </ul>

I = Implementation

O = Ongoing Operations

## Financial Results

### Accountability

Financial results of the Ministry for the year ended March 31, 1996 include the activities of the Department of Advanced Education and Career Development and the disbursement of Heritage Scholarships from the Alberta Heritage Scholarship Fund. More detailed information regarding expenses and revenues of the Department is contained in Section 2, Volume 2 of the 1995-96 Public Accounts.

	(In millions)		
	<b>1996</b>	<b>1995</b>	
	<u>Budget</u>	<u>Actual</u>	<u>Actual</u>
<b>Revenues:</b>			
Contribution from General Revenues	\$ 791	\$ 803	\$ 855
Transfers from Government of Canada	284	265	286
Transfer from Alberta Heritage Scholarship Fund	13	13	13
Fees, Permits and Licences	2	2	1
Other	13	7	19
<b>Total Revenues</b>	<u><u>\$ 1,103</u></u>	<u><u>\$ 1,090</u></u>	<u><u>\$ 1,174</u></u>
<b>Expenses:</b>			
Assistance to Higher and Further Educational Institutions	\$ 840	\$ 830	\$ 893
Financial Assistance to Students	130	133	149
Provision for Student Loans Issued	62	58	64
Labour Market Services	47	46	46
Alberta Heritage Scholarships	13	13	13
Departmental Support Services	11	10	9
<b>Total Expenses</b>	<u><u>\$ 1,103</u></u>	<u><u>\$ 1,090</u></u>	<u><u>\$ 1,174</u></u>

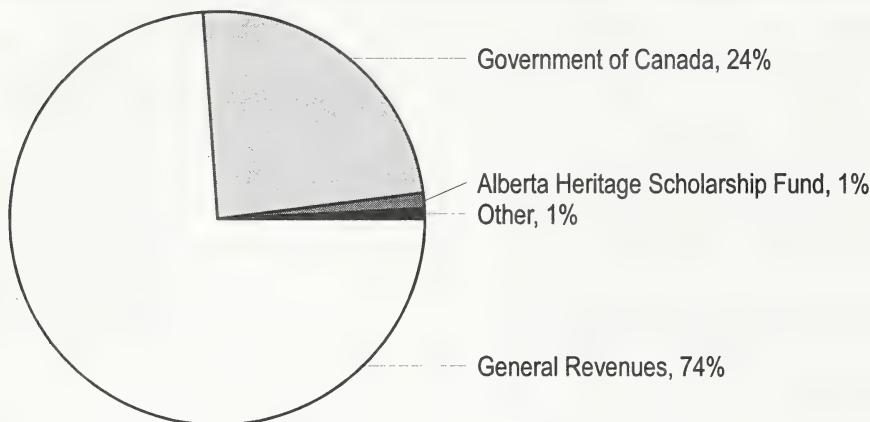
Source: 1995-96 Public Accounts, Volume 2.

## Revenues

The largest source of revenue for the Ministry (\$803 million) comes from general revenues. This additional funding is provided since other revenues to be generated are insufficient to meet the Department's operating needs. The Federal government provides \$265 million which comes primarily through transfer payments to the province. The remaining \$22 million comes from other sources.

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### Sources of Revenue - \$1,090 million



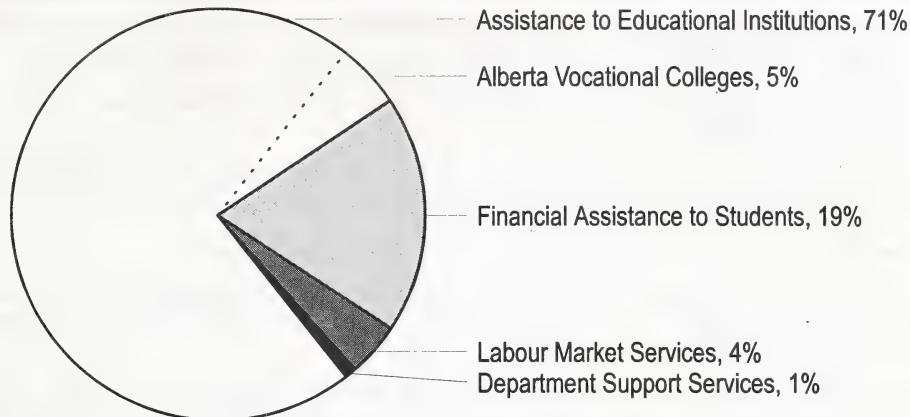
## Expenses

In program support, \$830 million is provided as assistance to higher and further educational institutions, \$204 million is provided to assist students and \$46 million is used to support labour market services. Less than 1%, or \$10 million, is used for departmental support services.

The department administers the four Alberta Vocational Colleges (AVCs). Expenses incurred for operating the AVCs totalled \$ 55 million or 5% of total expenses. This is comprised of \$ 42 million for salaries, wages and employee benefits and \$ 13 million for supplies and services.

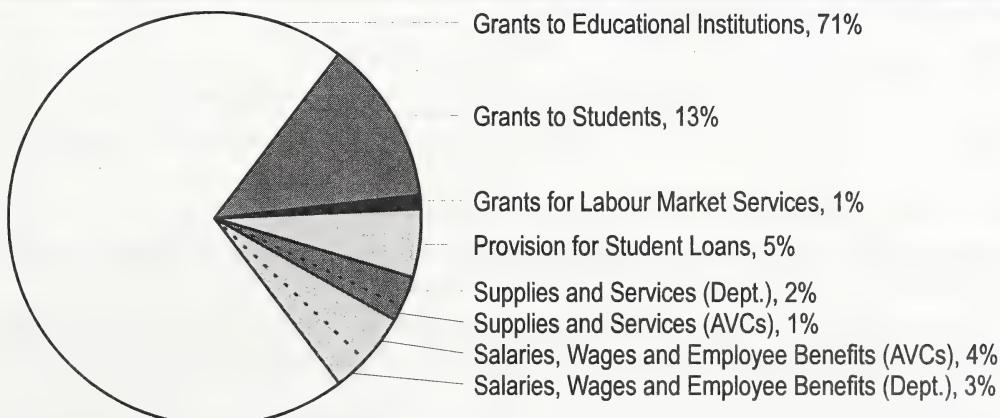
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### Expenses by Program - \$1,090 million



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### Expenses by Object - \$1,090 million



# Financial Highlights for 1995-96

## *Comparison of 1995-96 actuals to 1995-96 budget*

- **Revenues** from federal government transfers were down \$19 million from budget as a result of lower than anticipated transfer payments. Other revenues were \$6 million lower primarily due to changes in accounting methodology of recognizing recoveries on student loans.
- **Expenses** were \$13 million lower than the budget because of the following:
  - ◆ \$10 million surplus in assistance to higher and further educational institutions:
    - a reduction of \$5 million from fewer than expected cost-recovery initiatives at provincially administered institutions.
    - a savings of \$7 million due to lower than anticipated costs applied against the Access Fund.
    - a net savings of \$2 million by accelerating the transfer of nursing education delivery from regional health authorities (hospital schools of nursing) to post-secondary institutions.
    - \$4 million in additional funding was advanced a year earlier to the Banff Centre as an infrastructure grant.
  - ◆ \$1 million savings in Labour Market Services from lower than anticipated costs in the Employment Preparation, Rehabilitation Training and Marketing Apprenticeship programs.
  - ◆ \$3 million more than budgeted was spent in financial assistance to students.
    - \$10 million in additional funding was required for the Skills Development Training grants to support clients previously receiving maintenance grants and to meet program demand that exceeded budgeted levels.
    - \$6 million savings in maintenance grants due to a decrease in the number of students requiring maintenance assistance and a restructuring of the program whereby funding for some students was supported through the Skills Development Training grant.
    - \$1 million savings from lower costs for Alberta Educational Opportunity Equalization grants and interest payments.
  - ◆ \$1 million savings in departmental support services.

## *Comparison of 1995-96 actuals to 1994-95 actuals*

- **Revenues** were down \$84 million (7.2%) from 1994-95. This is a result of:
  - \$52 million less in required funding from general revenues to support department activities.
  - \$21 million reduction in federal transfer payments as a result of revisions to provincial transfer agreements.
- **Expenses** were down \$84 million (7.2%) from 1994-95. This is a result of:
  - \$63 million (7%) reduction in grants to post-secondary institutions, as set out in the department's business plan.
  - \$16 million reduction in expenditures for financial assistance to students as a result of restructuring the supplementary assistance grant program and adjustments to eligibility criteria under the Skills Development Training Program.
  - \$6 million reduction in student loans due to a lower than anticipated number of students applying for loans.
  - \$1 million increase in departmental support services from transfers of responsibilities from Treasury for payment and payroll processing charges; risk management and insurance premiums; and WCB premiums.

## **Appendices**

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## Appendix I-A: Full-time Equivalent Enrolment in All Programs

Sector	Institution	1993-94	1994-95 (includes estimates)	1995-96 (estimates)
<b>University</b>	Alberta	29,938.8	29,127.8	28,970.0
	Calgary	21,671.5	21,440.7	22,728.8
	Lethbridge	4,710.6	5,201.2	5,265.8
	<b>Subtotal</b>	<b>56,320.9</b>	<b>55,769.7</b>	<b>56,964.5</b>
	Athabasca	3,934.2	3,874.6	3,973.0
	Banff Centre	241.0	240.0	240.0
	<b>Total</b>	<b>60,496.1</b>	<b>59,884.3</b>	<b>61,177.5</b>
<b>Public College</b>	Alberta College of Art & Design	723.5	676.2	745.0
	Fairview	945.1	965.3	950.0
	Grande Prairie	1,733.7	1,500.0	1,559.0
	Grant MacEwan	5,283.2	5,777.8	6,243.5
	Keyano	1,182.7	1,125.2	1,150.0
	Lakeland	1,488.0	1,433.2	1,380.0
	Lethbridge	3,812.8	3,695.3	3,519.0
	Medicine Hat	2,054.5	1,920.1	1,955.0
	Mount Royal	5,095.1	5,189.3	5,225.0
	Olds	959.4	982.7	990.0
	Red Deer	3,920.6	3,848.7	3,757.0
	<b>Total</b>	<b>27,198.6</b>	<b>27,113.8</b>	<b>27,473.5</b>
<b>Technical Institute</b>	NAIT	8,621.7	8,676.2	8,764.0
	SAIT	6,819.1	7,543.6	7,824.0
	<b>Total</b>	<b>15,440.8</b>	<b>16,219.8</b>	<b>16,588.0</b>
<b>Private College</b>	Augustana University	906.0	842.7	770.0
	Canadian Union <sup>e</sup>	280.0	280.0	280.0
	Concordia University	1,164.0	1,098.9	1,188.0
	King's University	329.7	384.7	472.0
	<b>Total</b>	<b>2,679.7</b>	<b>2,606.3</b>	<b>2,710.0</b>
<b>Hospital</b>	Alberta Hospital Ponoka	80.0	34.0	29.0
	Foothills	176.0	49.0	—
	Misericordia	193.0	109.0	—
	Royal Alexandra	281.0	174.0	—
	<b>Total</b>	<b>730.0</b>	<b>366.0</b>	<b>29.0</b>
<b>Vocational College <sup>p</sup></b>	AVC - Calgary	4,115.0	4,189.2	4,200.0
	AVC - Edmonton	4,916.5	5,838.0	6,300.0
	AVC - Lac La Biche	1,200.0	1,230.0	1,300.0
	AVC - Lesser Slave Lake	1,300.0	1,346.3	1,400.0
	<b>Total</b>	<b>11,531.4</b>	<b>12,603.5</b>	<b>13,200.0</b>
<b>Grand Total</b>		<b>118,076.6</b>	<b>118,793.6</b>	<b>121,178.0</b>

e estimate      p preliminary

Note: Data as at March 31, 1996

Source: Data was compiled from the CIS Enrolment reporting system and other reports submitted by institutions. Changes due to rounding have been made to data reported through CIS.

## Appendix I-B: Full-time Equivalent (FTE) Enrolment in Adult Development programs\*: 1994-95

Institution	Academic Upgrading	Career/Trade Orientation	Job Readiness Training	Adult Basic Education	Adult Literacy	English as a Second Language	Pre-Employment	Skill Upgrading	Total FTE	Total Institutional FTE
Alberta College of Art & Design	3.14	—	—	—	—	—	—	—	3.14	676.20
Fairview	217.08	17.71	6.32	—	42.07	—	96.55	32.15	411.88	965.34
Grande Prairie **	254.60	—	9.14	56.68	—	35.02	40.31	17.92	413.66	1,733.71
Grant MacEwan	174.38	—	279.20	32.07	55.79	399.95	—	77.80	1,019.19	5,777.81
Keyano	257.66	11.63	7.42	112.92	13.50	20.61	115.19	49.71	588.64	1,125.17
Lakeland	231.15	—	37.82	—	—	—	43.84	65.91	378.72	1,433.21
Lethbridge	689.77	10.80	112.15	68.15	—	113.05	116.52	126.15	1,236.59	3,695.32
Medicine Hat	442.01	22.69	45.30	37.69	—	48.94	13.09	0.70	610.42	1,923.79
Mount Royal	37.13	—	—	—	—	—	—	—	37.13	5,189.29
Olds	69.42	—	24.26	3.28	—	—	—	—	133.63	230.60
Red Deer	507.96	10.40	19.34	101.30	—	62.31	47.48	32.44	781.22	3,848.66
NAIT	362.54	—	—	—	—	—	406.88	138.48	907.89	8,676.16
SAIT	93.87	—	—	—	—	—	343.94	595.47	1,033.28	7,507.63
AVC - Calgary	2,103.61	—	9.08	56.08	97.78	874.25	—	928.97	4,069.75	4,189.15
AVC - Edmonton	3,058.49	—	138.80	161.07	107.17	700.67	—	1,539.59	5,705.79	5,838.01
AVC - Lac La Biche	360.00	—	187.00	316.00	—	—	133.00	126.00	1,122.00	1,230.00
AVC - Lesser Slave Lake	970.49	—	51.57	—	—	—	28.05	248.03	1,298.13	1,346.33
<b>Total</b>	<b>9,833.28</b>	<b>73.23</b>	<b>927.39</b>	<b>945.24</b>	<b>316.31</b>	<b>2,254.81</b>	<b>1,384.85</b>	<b>4,112.94</b>	<b>19,848.03</b>	<b>56,138.43</b>

\* Includes all funding sources      \*\* Grande Prairie data are 1993-94.  
 Notes: Data as at March 31, 1996  
 Apprenticeship is not included.

Data is for programs that do not require Grade 12 level education.

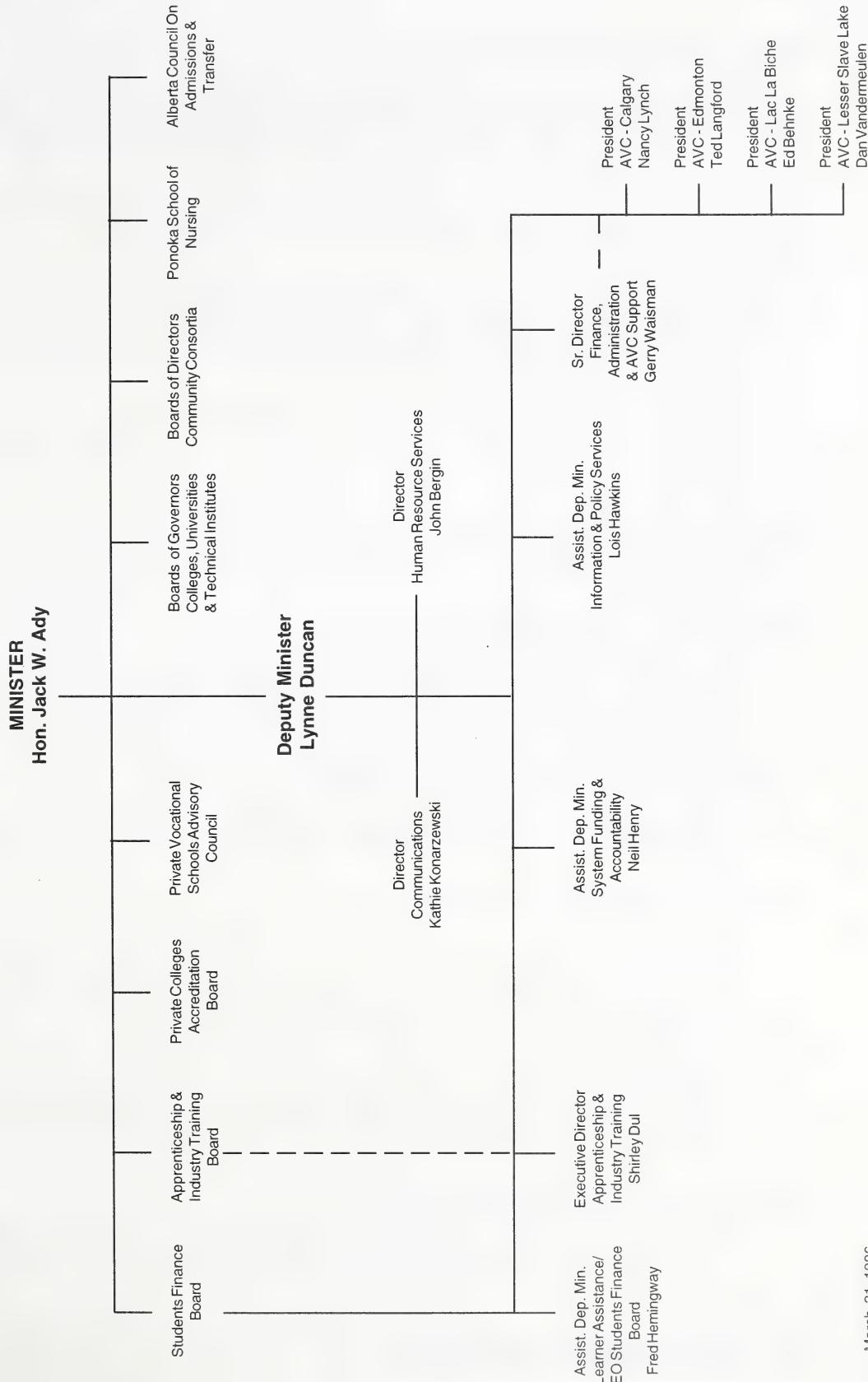
Source: Colleges and Technical Institutes from CIS. AVCs: Calgary, Edmonton and Lesser Slave Lake are preliminary CIS enrolment figures. Lac La Biche data are estimates submitted to the department.

## Appendix I-C: Total Apprenticeship Registrations by Trade\*, 1994 & 1995

Trade	1994	1995	Trade	1994	1995
Agricultural Mechanic	70	97	Landscape Gardener	286	300
Appliance Serviceman	99	95	Lather/Interior Systems Mechanic	53	63
Autobody Technician	512	525	Locksmith	61	88
Automotive Service Technician	1,914	1,922	Machinist	428	535
Baker	240	267	Millwright	767	870
Boilermaker	98	94	Motorcycle Mechanic	76	86
Bricklayer	77	83	Painter & Decorator	152	159
Cabinetmaker	361	379	Partsman	460	500
Carpenter	1,719	1,695	Plumber	1,155	1,110
Communications Electrician	88	110	Power Lineman	146	120
Concrete Finisher	53	83	Power System Electrician	48	41
Cook	986	1,085	Printing & Graphic Arts Craftsman	151	127
Crane & Hoisting Equipment Operator	371	530	Recreation Vehicle Mechanic	78	72
Electrical Rewind Mechanic	49	50	Refrigeration & Air Conditioning Mechanic	309	314
Electrician	2,796	2,748	Roofer	105	118
Electronics Technician	118	105	Sawfiler	30	36
Elevator Constructor	3	12	Sheet Metal Worker	500	524
Floorcovering Installer	73	80	Sprinkler Systems Installer	98	97
Gasfitter	149	182	Steamfitter- Pipefitter	646	718
Glassworker	100	102	Structural Steel & Plate	84	112
Hairstylist	1,175	1,347	Tilesetter	35	33
Heavy Equipment Technician	1,481	1,756	Transport Refrigeration Mechanic	27	35
Instrument Mechanic	940	890	Water Well Driller	31	37
Insulator	274	270	Welder	2,002	2,560
Ironworker	72	244	<b>Total</b>	<b>21,546</b>	<b>23,407</b>

\* Does not include statistics for Tool and Die Maker.

## Appendix II: Alberta Advanced Education and Career Development Organizational Chart



# **Appendix III: The Ministry**

Alberta Advanced Education and Career Development is responsible for the majority of funding for the province's 23 public post-secondary institutions as well as providing learning and training programs for adult Albertans, career counselling, information services, and apprenticeship and trade certification programs.

The ministry is composed of the following divisions: Apprenticeship and Industry Training; Finance, Administration and AVC Support; Information and Policy Services; Learner Assistance; and System Funding and Accountability.

Six cross-division teams – Human Resource Planning, Information Management, Learner Needs, Operation Issues Steering Group, Policy Coordination, and Strategic Planning – provide a coordinated approach to ministry decision making, increase communication between divisions, and identify and reduce duplication of activities.

Other functions associated with adult learning such as the Students Finance Board, the Apprenticeship and Industry Training Board, the Alberta Council on Admissions and Transfer, the Private Colleges Accreditation Board, and the Private Vocational Schools Advisory Council, are integrated into the department's organizational structure.

The ministry also administers four Alberta Vocational Colleges, located in Calgary, Edmonton, Lac La Biche and Lesser Slave Lake. The president of each college is responsible directly to the deputy minister.

## **The Department**

### **Apprenticeship and Industry Training Division**

Apprenticeship and Industry Training administers the apprenticeship and industry training system in cooperation with the Learner Assistance Division. It also provides support to the Alberta Apprenticeship and Industry Training Board and provincial trade and occupation advisory committees. At March 31, 1996 there were over 23,000 apprentices in Alberta.

### **Finance, Administration and AVC Support Division**

The Finance, Administration and AVC Support provides financial, operational and administrative advice and support to the ministry, including the four Alberta Vocational Colleges (AVC).

### **Information and Policy Services Division**

Information and Policy Services provides information and policy leadership to the ministry to support the development of new directions for the adult learning system. The division also coordinates the implementation and administration of the department's Freedom of Information and Protection of Privacy Program and information management systems.

### **Learner Assistance Division**

Learner Assistance assists adult Albertans to achieve their economic, social and cultural goals by providing access to student assistance programs, labour market information, educational and training opportunities information, and counselling and consultant services.

### **System Funding and Accountability Division**

System Funding and Accountability works with educational providers to ensure the availability of accessible, responsive, affordable, accountable learning opportunities for adult Albertans.

## **Communications Branch**

Reporting directly to the Deputy Minister, the Communications supports the ministry in reaching its goals by providing strategic communications planning, consulting and specialized communications services to the Minister and the ministry.

As the branch includes staff who are employees of the Alberta Public Affairs Bureau, there is an additional responsibility to support Bureau initiatives.

## **Human Resource Services Branch**

Reporting directly to the Deputy Minister, Human Resource Services supports the ministry by providing pay and benefits administrative services and human resource management programs and services. These programs and consultative services include human resource planning, job design and classification, employee relations, training and staffing.

## **Boards and Councils**

### **Alberta Council on Admissions and Transfer**

The Alberta Council on Admissions and Transfer develops policies, guidelines and procedures to facilitate transfer agreements among Alberta's post-secondary institutions. The council encourages negotiations, where appropriate, for programs and courses not presently covered by transfer agreements.

Additional information about the council's activities can be found in its annual report.

### **Alberta Apprenticeship and Industry Training Board**

The Alberta Apprenticeship and Industry Training Board provides advice and recommendations to the Minister on the needs of the Alberta labour market for skilled and trained persons, on the training and certification of persons in trades and occupations, and on the designation of trades and occupations. It approves apprenticeship and training programs in designated occupations, establishes industry committees and appoints their members, and makes policies to guide the committees. In addition, with the approval of the Minister, the board makes regulations governing trades and occupations.

Additional information about the activities of the Alberta Apprenticeship and Industry Training Board may be found in the board's annual report.

### **Private Colleges Accreditation Board**

The Private Colleges Accreditation Board sets minimum conditions to be met by private colleges proposing to offer programs leading to bachelor degrees, and reviews program proposals. The board may recommend to the Minister that a private college be authorized to grant a degree in a specific program. The board is responsible for periodic evaluations of accredited programs.

Additional information can be found in the board's annual report.

## **Private Vocational Schools Advisory Council**

Reporting directly to the Minister, the council hears appeals of decisions made by the director of the Licensing and Certification branch, relative to licensing refusals, suspensions and cancellations. In addition, the Act provides that the council make enquiries and perform duties directed by the Minister.

The Private Vocational Schools Advisory Council is appointed by the Minister in accordance with the requirements of the Private Vocational Schools Act.

## **The Students Finance Board**

The Students Finance Board ensures that financial need is not a barrier to further education for adult Albertans.

The board administers the Canada Student Loans Program, the provincial student assistance program and a variety of scholarships, grants and bursaries, including the Alberta Heritage Scholarship Fund.

Additional information about the Students Finance Board may be found in the board's annual report.

## **Post-Secondary Learning Community**

Alberta's post-secondary learning community is made up of four provincially administered vocational colleges, two technical institutes, 11 public colleges, one hospital-based school of nursing, four universities and The Banff Centre. In addition, there are four community consortia, 84 Community Adult Learning Councils and 112 licensed private vocational schools.

### **Alberta Vocational Colleges**

The provincially administered Alberta Vocational Colleges (AVCs) provide programs and services designed to enhance the capabilities of Albertans to participate in the social and economic development of the province. Emphasis is placed on the education and training of adults whose opportunities have been limited because of educational, social and/or economic factors.

Each of the four AVCs operates as a division of Advanced Education and Career Development. The deputy minister, acting on behalf of the Minister, performs the role of governing board and makes policy decisions.

#### ***Alberta Vocational College-Calgary***

With a main campus in Calgary plus six urban learning centres, the college has outreach centres located in Cochrane, Airdrie, Okotoks, Strathmore and Eden Valley. Programs are also provided through the Big Country and the Chinook Educational Consortia, and the Calgary Corrections Consortium.

#### ***Alberta Vocational College-Edmonton***

The college serves greater Edmonton with four campuses and two community learning centres. Eleven additional learning centres are located throughout rural northern and central Alberta.

#### ***Alberta Vocational College - Lac La Biche***

With a main campus in Lac La Biche, the college operates outreach programs at the Elizabeth and Fishing Lake settlements, the Frog Lake, Goodfish Lake, Saddle Lake, Cold Lake and Long Lake First Nations, the Buffalo Lake Metis Settlement, and in St. Paul and Athabasca.

### ***Alberta Vocational College - Lesser Slave Lake***

With its administrative headquarters in Grouard, AVC - Lesser Slave Lake has 19 community-based campuses throughout the primary service region of north central Alberta. The college also offers outreach courses in a number of other communities.

### **Technical Institutes**

Alberta's two technical institutes are the Northern Alberta Institute of Technology (NAIT), located in Edmonton, and the Southern Alberta Institute of Technology (SAIT), located in Calgary. Governed under the authority of the Technical Institutes Act, the institutes are supported by provincial operating and capital grants. Their programs are coordinated under policies administered by Advanced Education and Career Development.

Programs offered by the technical institutes range from two-year diploma programs in a variety of technologies to diverse continuing education courses. The institutes are also the main venues for apprenticeship training.

### **Public Colleges**

Alberta's 11 public colleges are governed by independent boards under the authority of the Colleges Act. The colleges are supported by government through operating and capital grants, and their programs are coordinated under policies administered by Advanced Education and Career Development.

The colleges offer a broad range of courses, from academic upgrading to university transfer programs. Some of the colleges maintain a more specialized focus, such as the agricultural college at Olds or the Alberta College of Art & Design in Calgary. Located throughout the province, the colleges provide educational opportunities for people in many centres.

### **Universities**

All of the institutions are supported by provincial operating and capital grants, and their programs are coordinated under policies administered by Advanced Education and Career Development.

The universities are responsible for the majority of research undertaken in the province's post-secondary system. This capability to conduct basic and applied research enhances Alberta's position as a leader in scholarship and business. Universities are also forming new links with industry in order to finance and market their research efforts.

University of Alberta, The University of Calgary and the University of Lethbridge are each governed by public boards appointed under the authority of the Universities Act.

Athabasca University has a single governing body that operates under the authority of the Act. This governing body acts simultaneously as a board, senate, general faculties council, faculty council and school council.

The Banff Centre is governed under the authority of the Banff Centre Act.

### **Hospital-Based School of Nursing**

#### ***Alberta Hospital Ponoka***

The ministry provided operating and capital grant support to the hospital-based school of nursing located in Ponoka.

The Alberta Hospital Ponoka has a co-management agreement with Grant MacEwan Community College which was renewed during the 1995-96 reporting year.

## **Interprovincial Training Agreements**

Interprovincial agreements enable provinces to provide access to training programs in other jurisdictions. These training programs are either too costly to duplicate, or too costly in proportion to the need being addressed, to maintain in the home province.

Through existing training agreements in 1995-96, spaces were reserved for Alberta students in: veterinary medicine at the University of Saskatchewan, the School of Optometry at the University of Waterloo, and the prosthetics/orthotics program at the British Columbia Institute of Technology.

## **Community Consortia**

Four community consortia operate in areas of the province that are distant from post-secondary institutions. Community consortia are associations of post-secondary institutions working cooperatively with local citizens to provide post-secondary educational opportunities for residents in the regions served by the consortia. The consortia may work with Canada Employment Centres, Community Adult Learning Councils, literacy projects and community groups to develop strategies sensitive to the needs of local communities.

### ***Big Country Educational Consortium***

The Big Country Educational Consortium provides credit programs and courses in communities such as Drumheller, Stettler, Oyen, Hanna, Trochu, Coronation and Strathmore.

The member institutions are AVC-Calgary, Athabasca University, Medicine Hat College, Olds College, Red Deer College, SAIT and The University of Calgary.

### ***Chinook Educational Consortium***

The Chinook Educational Consortium provides post-secondary educational services, including credit programs and courses, to residents of the Crowsnest Pass, Pincher Creek and Claresholm areas of southern Alberta.

The member institutions are AVC-Calgary, Athabasca University, Lethbridge Community College, SAIT, The University of Calgary, and the University of Lethbridge.

### ***Pembina Educational Consortium***

The Pembina Educational Consortium provides credit programs and courses to residents of the region through facilities in Barrhead, Drayton Valley, Fox Creek, Rocky Mountain House, Westlock, Whitecourt and Wildwood.

The member institutions are AVC-Edmonton, Athabasca University, Grant MacEwan Community College, NAIT, Red Deer College, and University of Alberta.

### ***Yellowhead Region Educational Consortium***

The Yellowhead Region Educational Consortium provides credit programs and courses to the towns of Hinton, Jasper, Edson, Grande Cache and the surrounding region.

The member institutions are AVC-Edmonton, Athabasca University, Environmental Training Centre, Grande Prairie Regional College, Grant MacEwan Community College, NAIT, and University of Alberta.

## **Community Adult Learning Councils**

Community Adult Learning Councils are community-based organizations made up of volunteers and representatives of post-secondary institutions and agencies that have an interest in adult learning. The purpose of these councils is to facilitate and coordinate adult education opportunities at the local level. Most of the councils' efforts go into providing general interest, non-credit courses. More than 2,000 agencies, institutions and volunteers throughout Alberta sit as members of 84 community adult learning councils.

## **Private Colleges**

Private colleges are independent liberal arts colleges offering university-level education. Upon recommendation of the Private Colleges Accreditation Board, they have been authorized by government Order in Council to offer accredited baccalaureate degrees. The following four private colleges received operating grants from Advanced Education and Career Development under the provisions of the Colleges Act: Augustana University College, Canadian Union College, Concordia University College, and The King's University College.

## **Private Vocational Schools**

There are 112 private training organizations in Alberta licensed under the Private Vocational Schools Act. These organizations offer more than 565 licensed programs to nearly 19,000 adult Albertans annually. Programs are specific to a vocation and usually less than one year in duration.

Private vocational schools receive no direct funding from Advanced Education and Career Development.

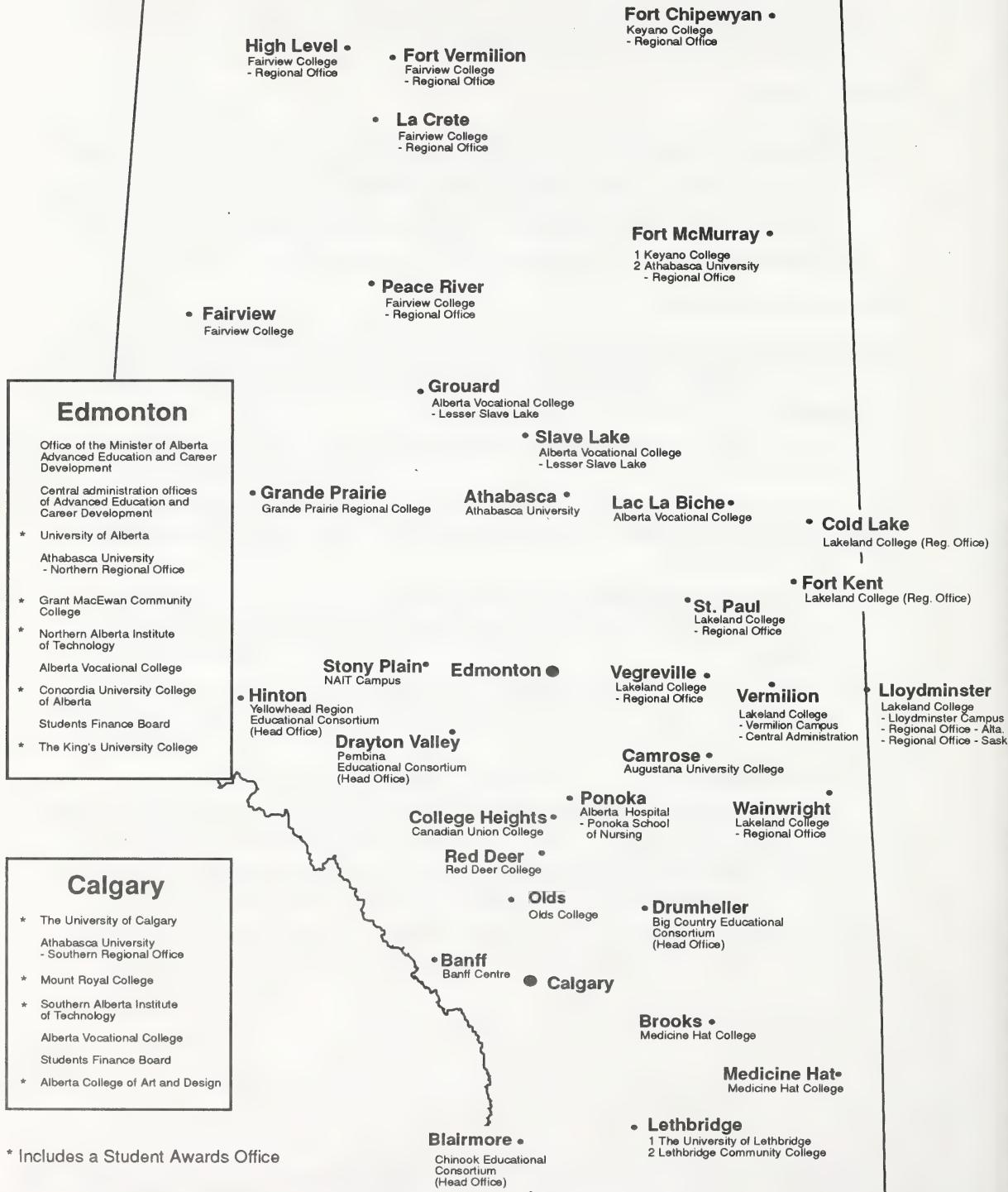
The purpose of the Private Vocational Schools Act is primarily consumer protection. In order to be licensed by the ministry, a school must meet certain requirements under the Act. These requirements include:

- the program curriculum must have material value
- program graduates must have a reasonable chance of related employment in the labour market
- the school must provide a security in the form of an irrevocable letter of credit, or surety bond.

## **Non-Resident Institutions**

Alberta's Universities Act provides authority for foreign degree-granting institutions to operate in the province, provided they have the permission of the Minister of Advanced Education and Career Development to do so.

# Appendix IV: Post-Secondary Institutions



## Appendix V: Career Development Centres



# Appendix VI: Community Adult Learning Council Locations



# **Appendix VII: Members of Boards, Advisory Committees and Advisory Councils**

## **Community Consortia Boards and Advisory Committees**

Regional advisory committees have been formed for each of the community consortia. These committees, composed of local volunteers, represent the educational, social, cultural and business interests in the various communities served. Each committee provided advice to the board of directors of its consortia concerning operations and played a key role in determining credit programming priorities. The following persons were serving on the committees as at March 31, 1996.

### **Big Country Educational Consortium**

#### ***Board of Directors***

*Chair: James H. Ramsbottom*

*Members: Gary Seymour, Pat Mathuen, Deen Hymas, Bill Gaudette, Donna Spaulding, Robert Turner, Jean Cammaert, Ed Evancio, Morag Gallion, Bev Hall, Faye Wiesenber, Gerry Paradis, Peter Verhesen, John Fisher, Rachael Pagett, Richard Kushko, William Baergen*

#### ***Regional Advisory Committee***

*Chair: Morag Gallion*

*Members: James H. Ramsbottom, Jean Cammaert, Deen Hymas, William Baergen, Clarence Esau, Lynda Twa, Holly Guterson, Bev Hall, Peter Verhesen, Bruce Stonell, Stan Faupel*

### **Chinook Educational Consortium**

#### ***Board of Directors***

*Chair: Bill Gaudette*

*Members: Donna J. Allan, Linda Thompson, Allen Wilcke, Helen Shannon, Tom Keenan, Susan Aris, Keith McCurdy, Roy Austin, Shar Lazzarotto, John Fisher, Rachael Pagett*

#### ***Regional Advisory Committee***

*Chair: Roy Austin*

*Members: Ernie Patterson, Delma Austin, John Ellingson, Cliff Reiling, Susan Aris, Connie Noble, Bev Thornton, Shirley Bloom, Lori Trotz, Thelma Morrow, Shar Lazzarotto, Phil Cann, Grant Kaun, Janet Elder*

### **Pembina Educational Consortium**

#### ***Board of Directors***

*Chair: Lou Soppit*

*Members: Irene Lewis, Gerry Paradis, Lloyd Carswell, Lori Oddson, Tom Collier, Brent Quinton, Dennis Larratt, Eileen Smith, Bud Zahary, Gloria Belcher, Kathleen Havig, Jack Pleckaitis, John Fisher, Rachael Pagett*

## **Regional Advisory Committee**

*Chair: Eileen Smith*

*Members: Lou Soppit, Gloria Belcher, Gloria Thomas, Kathleen Havig, Leonard Bourdin, Neil J. Durrant, Jerry Madsen, Carolyn Nicholls, Teresa Willigar*

*Liason Members: Jenny Harris, Jim Koehmstedt, Alexis Ranger*

## **Yellowhead Region Educational Consortium**

### **Board of Directors**

*Chair: Floyd McLennan*

*Members: Lloyd Carswell, Irene Lewis, Irene Nicolson, Lori Oddson, Bud Zahary, Tom Collier, Rick Armstrong, Wayne Sawyer, Ross Risvold, Brent Quinton, Dennis Larratt, Bill Marshall, Art Jorgensen, Marty Handlon, Jack Pleckaitis, John Fisher, Rachael Pagett*

### **Regional Educational Society**

*Hinton: Rick Armstrong, Wayne Sawyer. Edson: Art Jorgensen, Vera Calvert. Jasper: Bill Marshall, Barb Allen. Grande Cache: Floyd McLennan, Blaine Woodall, Kathleen Brown. Member-at-Large: Marty Handlon. Liaison Members: Floyd McLennan, Piet Steen, Howie Johnston, Bill Marshall*

## **Other Boards, Advisory Councils and Committees**

The following persons served as members on the committees listed below as at March 31, 1996.

### **Access Fund Advisory Committee**

*Chair: D.B. Catran*

*Members: Rosalind Eichhorn, David Elton, Frank L. Meyer, Matthew W. Spence, Steve Dyck, Terence Filewych, Neil Henry, Stan Schellenberger, Jon Havelock, Josie Promislow*

### **Alberta Apprenticeship and Industry Training Board**

*Presiding Officer: Jake Thygesen*

*Members: Lawrence W. Bates, William A. Bussing, James Courtney, Betty Cochrane, Ronald Townsend, John Briegel, Douglas P. Smith, Jack Strause, George Brian Bickley, A. McLean Millar, Rose Simpson, Markus A. Jenni*

### **Alberta Council on Admissions and Transfer**

*Chair: Terry Moore*

*Members: Henry Anderson, Jim Hrabi, M. Peggy Patterson, Judith Hughes, Anne Marie Decore, Judith Lathrop, Dean Wood, Lee Bradshaw, Lynda Cherry, Ron Jones, Keith Wagner, Jo-Anne Bishop, Lana Walsh, Marilyn Patton*

### **Private Colleges Accreditation Board**

*Chair: Peter J. Krueger*

*Members: William P. Milnthrop, John Tewnion, Catherine R. Ryan, Heather Montgomerie, Del Ogden, Una Ridley, Maurice Legris, Stephen Murgatroyd, John McDowell, Keith Ward, Richard A. Willie, Janet S. Wright, Andy Hendry, Marilyn Patton*

## **Private Vocational Schools Advisory Council**

*Chair: Robert A. Graesser*

*Members: Michael D.A. Ford, Shane Porter, Sandra Porter, Lynne M. Dale*

## **Students Finance Board**

*Chair: Fred W.R. Clarke*

*Members: Hugh J.C. Boyd, George Patzer, Ed Reierson, Guy Houle, Bridget A. Pastoor, Maureen A. Houghton, Donald Cranston, David B. McIntyre, Barbara Lynn Sheppard, Lance Kayfish*

## **Students Finance Board Public Appeal Committees**

### ***Calgary:***

*Co-Chairs: Jo-Anne Stober, Laxmi K. Mital*

*Members: Leslie Mrozek, Marsha L. Graham, Kate Kimberley, Tracy Kuhn, Jacqueline Fisher*

### ***Edmonton:***

*Co-Chairs: James Casey, George McLaughlin*

*Members: Bruce E. Williams, Debra Hughes, Christopher Wilson, Matthew Hough, Terry Rhode*

# Appendix VIII: Statutes Under the Jurisdiction of the Minister of Advanced Education and Career Development

- Advanced Education Foundations Act
- Alberta Heritage Scholarship Act
- Apprenticeship and Industry Training Act
- Banff Centre Act
- Colleges Act
- Education of Service Men's Children Act
- Government Organization Act
- Private Vocational Schools Act
- Student and Temporary Employment Act
- Students Finance Act
- Students Loan Act
- Technical Institutes Act
- Universities Act





**For additional copies of  
the annual report, contact:**

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